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ABSTRACT

This compilation of approximately two hundred document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s) title, institutional source, sponsoring agency, availability, publication date, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains approximately one hundred resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL-94-482). Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and adresses are provided for both individuals and institutions. (LRA)

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Resources in Vocational Education 12

1979 Volume 12 Number 2

ED176096

CE 022 111

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road Columbus, Ohio 43210

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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THE NATIONAL CENTER MISSION STATEMENT

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

ISSN 0095–3784

Information Products

The Complete VT-ED Cross-Reference Index for the AIM/ARM System, compiled by Kathleen Jezierski and Joan Mitric, 1978. ED 164 800.

An aid to locating documents processed for the AIM/ARM information system, this index consolidates over 17,000 VT (AIM/ARM accession) numbers in one easy-to-use guide with cross reference to the ERIC system's numbering. Availability of documents through the ERIC Document Reproduction Service (EDRS) is shown.

Writer's Guide to Publication Development: How to Get Your Publication into an Information Retrieval System, by Kathleen Jezierski, 1978. ED 164 799.

This document provides a set of instructions and a model to guide authors in developing publications that meet both the criteria of federal and state government sponsors and criteria for inclusion in information retrieval systems. Included are step-by-step instructions on format, considerations for physical appearance, a brief discussion of content requirements, and a short section on copyright considerations.

Current Projects in Vocational Education – FY 1976. Abstracts of Projects Supported in Fiscal Year 1976 and the Transition Quarter under the Vocational Education Amendments of 1968 (Parts C, D, I, and J). Compiled by Wesley E. Budke and Ruth Gordon, 1977. ED 138 782.

This compilation presents abstracts of 221 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1976 and the transition quarter (July 1–September 30, 1976). The projects relate to research, demonstration, curriculum development, and bilingual vocational training.

Current Projects in Vocational Education–FY 1977. Abstracts of Projects Supported in Fiscal Year 1977 under the Vocational Education Amendments of 1968 (Parts C, D, I, and J). Compiled by Ruth Gordon and Lois Ann Sellers, 1978. ED 151 611.

This compilation presents abstracts of 199 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1977. The projects relate to research, demonstration, curriculum development, and bilingual vocational training.

Resources in Vocational Education is a bimonthly publication of the National Center Clearinghouse at the National Center for Research in Vocational Education. Requests for information, changes of address, and other mail items should be addressed to: Resources in Vocational Education, Information and Field Services Division, the National Center for Research in Vocational Education, the Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210. Telephone: (614) 486-3655.

Editor: Patricia Arthur

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Executive Director:	Robert E. Taylor
Clearinghouse Director:	Wesley E. Budke
Disclaimer:	This publication was prepared pursuant to a contract with the Bureau of Occupational and Adult Education, Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.
Discrimination Prohibited:	Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, the National Center for Research in Vocational Education Project, like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with these laws.

Foreword

Finding available information is a major task for researchers, curriculum specialists, teachers, administrators, and students. The National Center for Research in Vocational Education is dedicated to helping others find useful information.

Resources in Vocational Education is prepared bimonthly by the staff of the National Center for Research in Vocational Education under a contract with the U.S. Office of Education, Bureau of Occupational and Adult Education. Included are abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded proposals. The full text of most documents announced in *Resources in Vocational Education* is available in microfiche or hard copy from the ERIC Document Reproduction Service (EDRS). Microfiche also is available in local ERIC microfiche collections.

We appreciate the contributions of state research coordinating units, curriculum coordination centers, instructional materials laboratories, local school systems, colleges and universities, and professional associations. Members of the profession are encouraged to send instructional and research material for possible inclusion in future issues of *Resources in Vocational Education*.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

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SAMPLE DOCUMENT RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS," other sources are cited above.

ED 137 505 08 **CE 009 927**

Lee, Arthur M.

Learning a Living across the Nation. Volume V. Project Baseline. Fifth National Report. Baseline Year: 1974-75 (Fiscal Year 1975). Part I: Narrative Report.

Northern Arizona Univ., Flagstaff. Project Baseline.

Spons Agency—National Advisory Council on Vocational Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—P-5573

Pub Date Nov. 76

Contract—OEC-0-72-0414

Note—188p.; For a related document see CE 010 512

Available from—Project Baseline, 6502 N. 35th Avenue, Phoenix, Arizona 85017

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Adult Education, Annual Reports, Cooperative Programs, *Data Analysis, Data Collection, Disadvantaged Youth, *Educational Assessment, *Educational Finance, *Educational Legislation, Educational Needs, Enrollment, *Enrollment Trends, Expenditures, Females, Handicapped Students, Minority Groups, Personnel Needs, Post Secondary Education, Secondary Education, Special Programs, Statistical Data, Student Characteristics, Tables (Data), *Vocational Education, Work Study Programs

Identifiers—Education Amendments 1976 Title II, *Project Baseline, United States

This is the first part of a two-part fifth volume in a series of annual reports on the status of vocational education in the United States. It primarily reports the developments that have taken place each year in the numbers and characteristics of students enrolled, programs, costs, and results. (The entire study initiated by Congress in 1971, is known as Project Baseline.) Chapter I is a brief overall summary of the past five years, and Chapter II is a summary of the statistical tables in Part 2 (a separate document) of this report as well as previous years. Information covers enrollment (expansion in 1974-75, growth among the States, occupational areas, co-op, youth organizations, percent of secondary students, analysis of data on women, disadvantaged and handicapped, and ethnic minorities), expenditures, completions and placements, instructional personnel, and manpower training under CETA. Chapter III discusses title II of the Education Amendments of 1976 (Vocational Education Act) and examines some serious data problems. Chapter IV discusses information on vocational education that has not been covered by previous and present statistical summaries i.e., impact of Federal legislation, strengths and weaknesses of vocational education today, student benefits, duplication between manpower training and vocational education. The financing of continued expansion of vocational education in the face of dwindling tax resources is discussed in Chapter V. Chapter VI is largely a discussion of Project Baseline's role in the five years of its existence and what its role may be in the future. Appendixes include the text title II of the Education Amendments of 1976 and other data related to the Baseline project. (SH)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials.

DOCUMENTS

Resumes

The document resumes presented in this section are numerically ordered by ED number. Users may scan this section for documents of interest, or use the subject, author, or institution indexes to locate documents in a specific field or produced by a particular author or institution.

ED 150 358 CE 014 641

Anderson, Newell B. And Others

Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement I to Volume 5. Operational Support: Administrative Services Division.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 75

Contract—NE-C-00-3-0298

Note—110p.; For related documents see CE 014 630-646 ; Some pages may not reproduce clearly

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Affirmative Action, *Career Education, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, Facilities, Family Programs, Federal Programs, Guidelines, Individualized Programs, Occupational Information, *Personnel Management, Personnel Policy, *Program Administration, Records (Forms), *Reprography, *Residential Programs, Staff Utilization

Identifiers—Mountain Plains Program

One of two supplements which accompany chapter 5 of "Mountain-Plains Handbook: The Design and Operation of a Residential, Family Oriented Career Education Model" (CE 014 630), this document contains specific information concerning the reprographic and personnel components of the administrative services division. Several job descriptions and sample division reports of the administrative services management are first presented. Then the following materials related to the reprographic component are included: facility floor plans, word processing production report, press run report, and sample job ticket. Finally the following materials related to the personnel component are included: staffing and facility plans, employee interview forms, new employee forms, miscellaneous employee forms, weekly staffing report, accident and insurance forms, description of the affirmative action program, personnel policies and procedures, and description of the supervisor inservice program. (BM)

ED 150 359 CE 014 642

Anderson, Newell B. And Others

Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement II to Volume 5. Operational Support: Administrative Services Division.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 75

Contract—NE-C-00-3-0298

Note—137p.; For related documents see CE 014 630-646 ; Some pages may not reproduce clearly

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Career Education, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, Equipment, *Facility Guidelines, Family Programs, Federal Programs, Flow Charts, Guidelines, Housing, Individualized Programs, Personnel Needs, *Program Administration, *Property Accounting, Purchasing, Records (Forms), *Residential Programs

Identifiers—Mountain Plains Program

One of two supplements which accompany chapter 5 of "Mountain-Plains Handbook: The Design and Operation of a Residential, Family Oriented Career Education Model" (CE 014 630), this document contains specific information concerning the following components of the administrative services division: purchasing, property control, and operations and residential facilities services. Staffing charts and equipment lists are included for each component. In addition, the following materials related to the purchasing component are included: purchasing procedures, petty cash instructions and forms, purchase order instructions, and miscellaneous forms. The following materials related to the property control component are included: property control policies and procedures, report forms, property flow chart, and the purchase requisition register. The following materials related to the operations and residential facilites services component are included: facilities lease agreement, student housing forms, repair and maintenance forms, and the housing brochure. (BM)

ED 150 360 CE 014 643

Faith, George And Others

Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement One to Volume 6. A Regional Approach to Education: The Field Services Division.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 75

Contract—NE-C-00-3-0298

Note—119p.; For related documents see CE 014 630-646

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Administrative Personnel, Admission Criteria, Agency Role, Budgets, *Career Education, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, Equipment, Facilities, Family Programs, Federal Programs, *Guidelines, Individualized Programs, Occupational Information, Personnel, Records (Forms), Regional Programs, *Residential Programs, *State Agencies, State Officials, *Student Placement

Identifiers—Idaho, Montana, Mountains Plains Program, Nebraska, North Dakota, South Dakota, Wyoming

This supplement which accompanies chapter 6 of "Mountain-Plains Handbook: The Design and Operation of a Residential, Family Oriented Career Education Model" (CE 014 630), contains specific information concerning the state office and student placement office components of the field services division. Job descriptions of the field services management personnel are first presented. Then the following materials related to the state office component are included: representative state office budget, state office procedures, forms and reports, selection criteria outline, and student intake packet. In addition, the following materials related to the student placement office component are included: placement office floor plan and equipment list, student placement office action sequence, placement mod activity sequence, student placement packet, interview trip clearance forms, exit confirmation alert forms, occupational and work attitude report, and component information input/output reports. (BM)

ED 150 361 CE 014 644

Mutterer, Richard H.

Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement III to Volume 7. Preparing the Student: The Education Services Division.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 75

Contract—NE-C-00-3-0298

Note—121p.; For related documents see CE 014 630-646 ; Some pages may be marginally legible

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Auto Mechanics, *Career Education, Curriculum Design, Curriculum Guides, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, Equipment, Facilities, Family Programs, Federal Programs, Flow Charts, Guidelines, Individualized Programs, *Marketing, Objectives, Records (Forms), *Residential Programs, Service Occupations, Staff Utilization, Student Records, Tourism, *Vocational Education

Identifiers—Mountain Plains Program

One of three supplements which accompany chapter 7 of "Mountain-Plains Handbook: The Design and Operation of a Residential, Family Oriented Career Education Model" (CE 014 630), this document contains specific information concerning the mobility and transportation component and marketing and tourism component of the educational services division. The following materials related to the mobility and transportation component are included: facility and equipment plans, curriculum samples, automotive flow chart, and miscellaneous forms and reports. The following materials related to the marketing and tourism component are included: staffing and facility plans, marketing and tourism career ladders, student forms, and student course objectives. (BM)

ED 150 362 CE 014 645

Mutterer, Richard H.

Mountain-Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement II to Volume 7. Preparing the Student: The Education Services Division.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 75

Contract—NE-C-00-3-0298

Note—114p.; For related documents see CE 014 630-646

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Building Trades, *Career Education, Curriculum Design, Curriculum Guides, Demonstration Programs, *Disadvantaged Groups, *Early Childhood Education, Economically Disadvantaged, Educationally Disadvantaged, Equipment, Facilities, Family Programs, Federal Programs, Flow Charts, Guidelines, Individualized Programs, *Office Occupations Education, Records (Forms), *Residential Programs, Staff Utilization, Student Records, Vocational Education

Identifiers—Mountain Plains Program

One of three supplements which accompany chapter 7 of "Mountain-Plains Handbook: The Design and Operation of a Residential, Family Oriented Career Education Model" (CE 014 630), this document contains specific information concerning the early childhood education, building trades and services, and office education components of the educational services division. The following materials related to the early childhood education component are included: staff and facility plans, early childhood education communications, infant care home operators form, miscellaneous forms, early childhood education procedures manual, program description and rationale, parent's guide for sick child, and a paper on the ecology of infant day care. The following materials related to the building trades and services component are included: student forms and reports, student tool checkout lists, internship and apprenticeship policies and procedures, and senior instructors weekly status report. The following materials related to the office education component are included: facility and equipment plans, course list for office education, program objectives table, a welcome speech to the students, and miscellaneous forms. (BM)

ED 150 363 CE 014 646

Mutterer, Richard H. And Others

Mountain Plains Handbook: The Design and Operation of a Residential Family Based Education Program. Appendix. Supplement 1 To Volume VII. Preparing the Student: The Education Services Division.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 75

Contract—NE-C-00-3-0298

Note—114p.; For related documents see CE 014 630-646

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Basic Skills, *Career Education, Communication Skills, Consumer Education, *Curriculum Design, Curriculum Guides, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, Equipment, Facilities, *Family Life Education, Family Programs, Federal Programs, Flow Charts, Guidelines, Health Education, Home Management, Individualized Programs, Mathematics Education, Parent Education, Records (Forms), *Residential Programs

Identifiers—Mountain Plains Program

One of three supplements which accompany chapter 7 of "Mountain-Plains Handbook: The Design and Operation of a Residential, Family Oriented Career Education Model" (CE 014 630), this document contains specific information concerning the family core, communication skills, and mathematics skills components of the educational services divisions. The following materials related to the family core component are included: area plan, family core curriculum forms, health education forms and procedures, consumer education forms and procedures, home management forms and procedures, and parent involvement forms and procedures. The following materials related to the communication skills component are included: area floor plan, communication skills curriculum, occupation entry/exit levels for foundation education, and miscellaneous forms. The following materials related to the mathematics skills component are included: facility and equipment plans, math skills procedural guide, occupation-math skills matrix, learning experience guide for math skills, and miscellaneous forms. (BM)

ED 150 364 CE 014 647

Leland, L.

Mountain-Plains Curriculum Package. Home Management.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—12 Aug 75

Contract—NE-C-00-3-0298

Note—271p.; For related documents see CE 014 647-649 and CE 014 651-652 ; Some pages may be marginally legible

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—*Career Education, Clothing, Core Curriculum, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, Family Life Education, *Family Programs, Federal Programs, Health Education, Homemaking Education, *Home Management, Hygiene, Individualized Programs, *Learning Activities, *Nutrition Instruction, Pretests, *Residential Programs, Tests

Identifiers—Mountain Plains Program

This document contains one of twenty-two curriculum units developed by the Mountain-Plains Career Education Model IV, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. A part of the family core curriculum, this unit on home management includes instruction in nutrition, health, grooming and impressions, clothing and dress, and home care. A course guide precedes the individual instructional units and provides the following information: a description of the course, rationale, prerequisites, objectives resources, general instructions, components, evaluation procedures, follow-through instructions, and a course pretest with answer key. The course posttest is included at the end of all the instructional units. Each instructional unit also includes a pretest and posttest. In addition, the units provide overviews, performance activities, information sheets, and study guides. An orientation guide for the instructor (CE 014 652) and a teaching guide (CE 014 648) are also available. (Additional Mountain-Plains curriculum materials, including the other twenty-one curriculum units, are available for on-site inspection at the Research Library at the National Center for Research in Vocational Education at Ohio State University). (BM)

ED 150 365 CE 014 648

England, Robert G.

Mountain-Plains Curriculum Package. Teacher Guide.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 76

Contract—NE-C-00-3-0298

Note—42p.; For related documents see CE 014 647-649 and CE 014 651-652 ; Some pages may be marginally legible

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Education, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, *Family Programs, Federal Programs, Filing, Guides, Individualized Programs, *Instructional Systems, Learning Activities, Models, Records (Forms), Regional Programs, *Residential Programs, Teaching Guides, *Teaching Procedures, Testing, Vocational Education

Identifiers—Mountain Plains Program

Designed to give the teacher a capsule explanation of how the system works, this guide introduces the Mountain-Plains instructor to specific curriculum materials and provides examples of the basic instruments used in the Mountain-Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. (The instructional system contains guides, learning activity packages, and record sheets which allow the student to proceed through the system with a minimum of instructor assistance.) Specific examples and instructions for the use of the following materials are included in this guide: a curriculum component flow chart, student progress record, student work plan, learning experience guide, learning activity package, student flow diagram, and curriculum monitoring forms. Guidelines for interpreting the Mountain-Plains file code and for utilizing tests are also included. An orientation guide for the instructors (CE 014 652) and a sample curriculum unit (CE 014 647) are also available. (Additional Mountain-Plains curriculum materials, including twenty-two instructional units, are available for on-site inspection at the Research Library at the National Center for Research in Vocational Education at Ohio State University.) (BM)

ED 150 366 CE 014 651

Smith, Gary E. And Others

Costs by Major Program Category–A Budgetary Guide to Program Replication.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 75

Contract—NE-C-00-3-0298

Note—56p.; For related documents see CE 014 647-649 and CE 014 651-652

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Accounting, Administrator Guides, Budgets, *Career Education, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, Expenditures, *Family Programs, Federal Programs, *Guidelines, Individualized Programs, Operating Expenses, *Program Budgeting, Program Planning, Regional Programs, *Residential Programs, Vocational Education

Identifiers—Mountain Plains Program

Intended as a budgetary guide for potential replicators, this document presents a detailed discussion of estimated costs involved in setting up and operating a program similar to the Mountin-Plains Career Education Model IV, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. Included in this guide is a glossary of terms utilized in the Mountain-Plains cost accounting system. The glossary contains a definition of each budget line item utilized by the program and presented in the display tables attached to the guide. The glossary is followed by a narrative rationale for the cost accounting system and a set of basic assumptions. Also included is a recommended sequence of start-up events to be scheduled. The body of the document presents a detailed statement, by budget line item, of the estimated budget for the total fifteen-month start-up period. Finally, an estimated, annual operational budget for the period post start-up is also presented. The start-up plan and operational budget are also available in a related document, "Management and Resources: The Executive Division" (CE 014 631), which is a supplement to chapter 2 of the Mountain-Plains program handbook (CE 014 630). (BM)

ED 150 367 CE 014 652

Curriculum and Data Reporting. Orientation Guide for Mountain-Plains Staff.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Oct 75

Contract—NE-C-00-3-0298

Note—84p.; For related documents see CE 014 647-649 and CE 014 651-652. Pages 21-23, 63, and 66-67 contained confidential student information and were therefore removed ; Some pages may be marginally legible

EDRS Price MF-$0.83 HC-$4.57 Plus Postage.

Descriptors—*Career Education, Curriculum Evaluation, Data Sheets, Delivery Systems, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, *Family Programs, Federal Programs, *Individualized Programs, Information Processing, *Instructional Systems, Program Descriptions, Recordkeeping, *Residential Programs, Teaching Guides, Testing

Identifiers—Mountain Plains Program

Designed primarily for instructors and others who will use Mountain-Plains produced curriculum products, this orientation guide accompanies twenty-two units of curriculum materials developed to carry out the Mountain-Plains mission of testing and reporting the advisability of residential career education as a method of improving the economic potential and lifestyle of disadvantaged families. This guide describes the Mountain-Plains curriculum delivery system which basically consists of a series of individualized learning activity packages, guides to their use, matching tests, and a method of keeping track of student progress. Chapter 1 of three chapters discusses the philosophy, nature and common elements associated with individualized instruction, and delineates the Mountain-Plains curriculum delivery system, including various flow charts, diagrams, and forms. Chapter 2 discusses how the test center fits into the system, and chapter 3 explains the instructor data reporting subsystem and its relationship to the total system. A sample curriculum unit (CE 014 647) and an instructor's guide (CE 014 652) are also available. (Additional Mountain Plains curriculum materials, including twenty-two instructional units, are available for on-site inspection at the Research Library at the National Center for Research in Vocational Education at the Ohio State University.) (BM)

ED 150 368 CE 014 653

The Mountain-Plains Experience: Lessons from a Residential Career Education Center Serving Rural Disadvantaged Families.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 76

Contract—NE-C-00-3-0298

Note—193p.; For related documents see CE 014 653-657, CE 014 682-684 and ED 110 811

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Career Education, *Conceptual Schemes, Counseling, Curriculum Development, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, *Family Programs, Guidelines, Individualized Programs, Job Placement, Program Descriptions, *Program Development, Program Evaluation, Program Guides, Recruitment, *Residential Programs, Selection, Vocational Counseling, Vocational Education, Vocational Followup

Identifiers—Idaho, Montana, Mountain Plains Program, Nebraska, North Dakota, South Dakota, Wyoming

Intended for researchers, scholars, and policy makers who are interested in family-oriented education programs for disadvantaged groups, this monograph examines the Mountain-Plains Career Education Model IV, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. The document is divided into seven chapters. Chapter 1 provides the background and an overview of the program. Chapter 2 examines Mountain-Plains curriculum development activities and products. Chapter 3 covers several aspects of the Mountain-Plains evaluation in theory and practice. Chapter 4 examines the counseling and career guidance components, and chapter 5 analyzes the occupational program. Recruitment, selection, placement, and follow-up services are discussed in chapter 6. (Chapters 2 through 6 follow a similar format which contains the following elements: an introduction, discussion of conceptual boundaries, examination of the Mountain-Plains experience, a list of lessons learned from the experience, and a summary with conclusions and recommendations.) Chapter 7 presents a general summary of the Mountain-Plains experience and lists the major conclusions. (BM)

ED 150 369 CE 014 654

Jenkins, Robert L., III

Summative Evaluation of the Mountain-Plains Community Development Component. An Affective Evaluation Report.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 76

Contract—NE-C-00-3-0298

Note—95p.; For related documents see CE 014 653-657, CE 014 682-584, and ED 110 811

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Career Education, *Community Development, Community Involvement, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, *Family Programs, Federal Programs, Individualized Programs, Leadership, Orientation, Program Development, *Program Effectiveness, Program Evaluation, *Residential Programs, Summative Evaluation, Tables (Data)

Identifiers—Idaho, Montana, Mountain Plains Program, Nebraska, North Dakota, South Dakota, Wyoming

Focusing on program development and evaluation, this document presents the summative evaluation of the community development component of the Mountain-Plains Career Education Model IV, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. The report first provides an overview of the community development component, delineates the goals and program objectives, and outlines the stages of component and program development. Next, the evaluation findings are discussed and include measurements made in three program areas: description of leadership behavior, levels of community participation, and evaluation of orientation. Results of the analysis made of the quality of the evaluation instruments are reported as well as the results of the findings. Finally, a summary of the program development and evaluation findings during the stabilization and operation period is presented and formative implications are given. Organizational charts and statistical tables are appended. (For a summative evaluation of the overall Mountain-Plains Program, see CE 014 682-684.) (BM)

ED 150 370 CE 014 655

Myers, Douglas D.

Regression Analysis of Pre & Post-Center Incomes for State of Relocation: Can Pre-Center Income/Salary Predict Post-Center Salaries?

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 76

Contract—NE-C-00-3-0298

Note—11p.; For related documents see CE 014 653-657, CE 014 682-684, and ED 110 811

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Career Education, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Economic Status, Educationally Disadvantaged, *Family Programs, Federal Programs, *Income, Individualized Programs, Multiple Regression Analysis, *Predictor Variables, *Residential Programs, Salaries

Identifiers—Idaho, Montana, Mountain Plains Program, Nebraska, North Dakota, South Dakota, Wyoming

A study was conducted to determine if the pre-center incomes/salaries could predict the post-center salaries of participants in the Mountain-Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. By using the reported family income for the twelve-month period before entering the program and the salary of the last job held before entering the program, the study attempted to predict six-month post-center salaries. The resulting analysis found statistically significant relationships between pre-center information and post-center information for some states, but inclusively there were no significant correlations between pre-center and post-center figures. However, the monetary gains proved to be significant when pre-center salary was contrasted with six-month post-center salary. It was concluded that controls need to be applied to pre-center incomes/salaries to insure the economic success currently being experienced by the Mountain-Plains graduates. (A related study which examines the use of biographical data in predicting program success/completion is reported in a separate document, CE 014 656.) (Author/BM)

ED 150 371 CE 014 656

Myers, Douglas D.

Regression Analysis of Pre-Center Demographic Variables: Can Biographic Variables Be Used to Predict Success at Mountain-Plains?

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 76

Contract—NE-C-00-3-0298

Note—18p.; For related documents see CE 014 653-657, CE 014 682-684, and ED 110 811

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Achievement, *Career Education, Demography, Demonstration Programs, *Disadvantaged Groups, Dropouts, Economically Disadvantaged, Educationally Disadvantaged, Family Programs, Federal Programs, Individual Characteristics, Individualized Programs, Multiple Regression Analysis, *Predictor Variables, *Residential Programs, *Socioeconomic Status, *Success Factors

Identifiers—Idaho, Montana, Mountain Plains Program, Nebraska, North Dakota, South Dakota, Wyoming

Conducted to determine which, if any, variables tend to indicate potential success (operationally defined as completing the training program), an analysis examined pre-center characteristics and demographic variables of participants and attempted to apply that data to success in negotiating the Mountain Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. The analysis employed a regression statistic applied to forty-three pre-center variables. The results indicated that the pre-center variables provided little or no insight in the ability to predict program completion. (Author/BM)

ED 150 372 **CE 014 657**

Myers, Douglas D.

A Comparison of Grade Level Scores on the Wide Range Achievement Test (WRAT) and the Comprehensive Test of Basic Skills (CTBS).

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 76

Contract—NE-C-00-3-0298

Note—14p.; For related documents see CE 014 653-657, CE 014 682-684, and ED 110 811

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Aptitude Tests, Basic Skills, *Career Education, Comparative Analysis, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, *Family Programs, Federal Programs, Individualized Programs, *Residential Programs, Selection, Student Placement, *Test Validity

Identifiers—Comprehensive Test of Basic Skills, Idaho, Montana, Mountain Plains Program, Nebraska, North Dakota, South Dakota, Wide Range Achievement Test, Wyoming

Regression analysis was employed to determine if there were any similarities between the tests administered to participants of the Mountain-Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. The study compared the Wide Range Achievement Test (WRAT) which was used in the selection process to the Comprehensive Test of Basic Skills (CTBS) which was administered after the students arrived at Mountain-Plains in order to measure their educational level in various areas. The results of the study concluded that there was a great deal of similarity between the two measures and that the effectiveness of the WRAT for selection purposes was reinforced. (Author/BM)

ED 150 373 **CE 014 658**

Myers, Douglas D. And Others

Case Study Report #2. Jim and Nan Schmidt.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 75

Contract—NE-C-00-3-0298

Note—38p.; For related documents see CE 014 658-681 and ED 110 610 ; Some pages may be marginally legible

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Education, Case Studies, Community Involvement, Counseling Services, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, *Employment Experience, Family Programs, Federal Programs, Followup Studies, Income, Individualized Programs, Job Placement, Job Training, Participant Satisfaction, Program Effectiveness, *Residential Programs, *Student Characteristics, Student Development, *Student Participation, Student Problems

Identifiers—Idaho, Montana, Mountain Plains Program, Nebraska, North Dakota, South Dakota, Wyoming

This document presents one in a series of twenty-three case studies derived from in-depth interviews using a sampling of former participants in the Mountain-Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. Each case study contains the following information about a specific student family: biographical data; participation in the educational and community programs; home, income, placement, and employment data; stated problems and/or satisfactions; summaries of the participants' personal and social development; individual ratings of the program; scripts of personal interviews; interviewer comments; and individual test scores and self-assessments. This document presents specific findings on Jim and Nan Schmidt, a very shy, teenage couple with an infant son. The follow-up study reports that the Schmidts completed the program and had greatly improved their self-concepts. (Names in these studies have been changed.) Two other documents are included in the series: a report which examines work and income variables for the group (ED 110 610) and a report which summarizes group findings on personal and social development (CE 014 681). Specific documentation for the instruments utilized in the study are included in both of these related documents. (BM)

ED 150 374 **CE 014 659**

Myers, Douglas D. And Others

Case Study Report #3 Michael and Marie Borkontic.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 75

Contract—NE-C-00-3-0298

Note—37p.; For related documents see CE 014 658-681 and ED 110 610 ; Some pages may be marginally legible

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Education, Case Studies, Community Involvement, Counseling Services, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, *Employment Experience, Family Programs, Federal Programs, Followup Studies, Income, Individualized Programs, Job Placement, Job Training, Participant Satisfaction, Program Effectiveness, *Residential Programs, *Student Characteristics, Student Development, *Student Participation, Student Problems

Identifiers—Mountain Plains Program

This document presents one in a series of twenty-three case studies derived from in-depth interviews using a sampling of former participants in the Mountain-Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. Each case study contains the following information about a specific student family: biographical data; participation in the educational and community programs; home, income, placement, and employment data; stated problems and/or satisfactions; summaries of the participants' personal and social development; individual ratings of the program; scripts of personal interviews; interviewer comments; and individual test scores and self-assessments. This document presents specific findings on Michael and Marie Borkontic who entered the program with serious economic and personal/family counseling needs. The follow-up study reports that the Borkontics completed the program and have improved their economic situation; however, their counseling needs have not been met. (Names in these studies have been changed.) Two other documents are included in the series: a report which examines work and income variables for the group (ED 110 610) and a report which summarizes group findings on personal and social development (CE 014 681). Specific documentation for the instruments utilized in the study are included in both of these related documents. (BM)

ED 150 375 **CE 014 660**

Myers, Douglas D. And Others

Case Study Report #4. Toby & Margie Ginn.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 75

Contract—NE-C-00-3-0298

Note—29p.; For related documents see CE 014 658-681 and ED 110 610 ; Some pages may not reproduce clearly

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Education, Case Studies, Community Involvement, Counseling Services, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, *Employment Experience, Family Programs, Federal Programs, Followup Studies, Income, Individualized Programs, Job Placement, Job Training, Participant Satisfaction, Program Effectiveness, *Residential Programs, *Student Characteristics, Student Development, *Student Participation, Student Problems

Identifiers—Idaho, Montana, Mountain Plains Program, Nebraska, North Dakota, South Dakota, Wyoming

This document presents one in a series of twenty-three case studies derived from in-depth interviews using a sampling of former participants in the Mountain-Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. Each case study contains the following information about a specific student family: biographical data; participation in the educational and community programs; home, income, placement, and employment data; stated problems and/or satisfactions; summaries of the participants' personal and social development; individual ratings of the program; scripts of personal interviews; interviewer comments; and individual test scores and self-assessments. This document presents specific findings on Toby and Margie Ginn, whose family consisted of two young children and Margie's teenage sister. The follow-up study reports that the Ginns successfully completed the program and were able to overcome several major personal/family crises experienced while attending Mountain-Plains. (Names in these studies have been changed.) Two other documents are included in the series: a report which examines work and income variables for the group (ED 110 610) and a report which summarizes group findings on personal and social development (CE 014 681). Specific documentation for the instruments utilized in the study are included in both of these related documents. (BM)

ED 150 376 **CE 014 661**

Myers, Douglas D. And Others

Case Study Report #5. Ray & Nancy Barton.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 75

Contract—NE-C-00-3-0298

Note—30p.; For related documents see CE 014 658-681 and ED 110 610 ; A few pages may not reproduce clearly

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Education, Case Studies, Community Involvement, Counseling Services, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, *Employment Experience, Family Programs, Federal Programs, Followup Studies, Income, Individualized Programs, Job Placement, Job Training, Participant Satisfaction, Program Effectiveness, *Residential Programs, *Student Characteristics, Student Development, *Student Participation, Student

Problems
Identifiers—Mountain Plains Program

This document presents one in a series of twenty-three case studies derived from in-depth interviews using a sampling of former participants in the Mountain-Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. Each case study contains the following information about a specific student family: biographical data; participation in the educational and community programs; home, income, placement, and employment data; stated problems and/or satisfactions; summaries of the participants' personal and social development; individual ratings of the program; scripts of personal interviews; interviewer comments; and individual test scores and self-assessments. This document presents specific findings on Ray and Nancy Barton, who entered the program with two children and a long history of consistent unemployment. The follow-up study reports that both individuals completed the program and found employment although they have only been employed six of the twelve months since leaving Mountain-Plains due to the general economy of the area of their current residence. (Names in these studies have been changed.) Two other documents are included in the series: a report which examines work and income variables for the group (ED 110 610) and a report which summarizes group findings on personal and social development (CE 014 681). Specific documentation for the instruments utilized in the study are included in both of these related documents. (BM)

ED 150 377 CE 014 662

Myers, Douglas D. And Others
Case Study Report #6. Betty Beuler.
Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—May 75
Contract—NE-C-00-3-0298
Note—30p.; For related documents see CE 014 658-681 and ED 110 610 ; Several pages may not reproduce clearly
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Career Education, Case Studies, Community Involvement, Counseling Services, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, *Employment Experience, Family Programs, Federal Programs, Followup Studies, Income, Individualized Programs, Job Placement, Job Training, Participant Satisfaction, Program Effectiveness, *Residential Programs, *Student Characteristics, Student Development, *Student Participation, Student Problems
Identifiers—Idaho, Montana, Mountain Plains Program, Nebraska, North Dakota, South Dakota, Wyoming

This document presents one in a series of twenty-three case studies derived from in-depth interviews using a sampling of former participants in the Mountain- Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. Each case study contains the following information about a specific student family: biographical data; participation in the educational and community programs; home, income, placement, and employment data; stated problems and/or satisfactions; summaries of the participants' personal and social development; individual ratings of the program; scripts of personal interviews; interviewer comments; and individual test scores and self-assessments. This document presents specific findings on Betty Beuler, a divorcee with four children. The follow-up study reports that Betty successfully completed the program and is currently employed as a key-punch operator. (Names in these studies have been changed.) Two other documents are included in the series: a report which examines work and income variables for the group (ED 110 610) and a report which summarized group findings on personal and social development (CE 014 681). Specific documentation for the instruments utilized in the study are included in both of these related documents. (BM)

ED 150 378 CE 014 663

Myers, Douglas D. And Others
Case Study Report #7. Ron and Dolly Bloom.
Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jun 75
Contract—NE-C-00-3-0298
Note—32p.; For related documents see CE 014 658-681 and ED 110 610 ; Some pages may not reproduce clearly
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Career Education, Case Studies, Community Involvement, Counseling Services, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, *Employment Experience, Family Programs, Federal Programs, Followup Studies, Income, Individualized Programs, Job Placement, Job Training, Participant Satisfaction, Program Effectiveness, *Residential Programs, *Student Characteristics, Student Development, *Student Participation, Student Problems
Identifiers—Idaho, Montana, Mountain Plains Program, Nebraska, North Dakota, South Dakota, Wyoming

This document presents one in a series of twenty-three case studies derived from in-depth interviews using a sampling of former participants in the Mountain-Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. Each case study contains the following information about a specific student family: biographical data; participation in the educational and community programs; home, income, placement, and employment data; stated problems and/or satisfactions; summaries of the participants' personal and social development; individual ratings of the program; scripts of personal interviews; interviewer comments; and individual test scores and self-assessments. This document presents specific findings on Ron and Dolly Bloom, a couple plagued by unemployment and marital problems. The follow-up study reports that after completing the program, Ron now works as a parking attendant and elevator mechanic and Dolly has joined the Army. (Names in these studies have been changed.) Two other documents are included in the series: a report which examines work and income variables for the group (ED 110 610) and a report which summarizes group findings on personal and social development (CE 014 681). Specific documentation for the instruments utilized in the study are included in both of these related documents. (BM)

ED 150 379 CE 014 664

Myers, Douglas D. And Others
Case Study Report #8. Lisa Williams.
Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jun 75
Contract—NE-C-00-3-0298
Note—26p.; For related documents see CE 014 658-681 and ED 110 610 ; A few pages may not reproduce clearly
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—American Indians, *Career Education, Case Studies, Community Involvement, Counseling Services, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, *Employment Experience, Family Programs, Federal Programs, Followup Studies, Income, Individualized Programs, Job Placement, Job Training, Participant Satisfaction, Program Effectiveness, *Residential Programs, *Student Characteristics, Student Development, *Student Participation, Student Problems
Identifiers—Mountain Plains Program

This document presents one in a series of twenty-three case studies derived from in-depth interviews using a sampling of former participants in the Mountain-Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. Each case study contains the following information about a specific student family: biographical data; participation in the educational and community programs; home, income, placement, and employment data; stated problems and/or satisfactions; summaries of the participants' personal and social development; individual ratings of the program; scripts of personal interviews; interviewer comments; and individual test scores and self-assessments. This document presents specific findings on Lisa Williams, an American Indian and a divorcee with two children. The follow-up study reports that she successfully completed a training program and was initially employed but within six months had quit her job and returned to live with her parents on the reservation. (Names in these studies have been changed.) Two other documents are included in the series: a report which examines work and income variables for the group (ED 110 610) and a report which summarizes group findings on personal and social development (CE 014 681). Specific documentation for the instruments utilized in the study are included in both of these related documents. (BM)

ED 150 380 CE 014 665

Myers, Douglas D. And Others
Case Study Report #9. Henry and Wilma Walking Woman.
Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jun 75
Contract—NE-C-00-3-0298
Note—33p.; For related documents see CE 014 658-681 and ED 110 610 ; Some pages may not reproduce clearly
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—American Indians, *Career Education, Case Studies, Community Involvement, Counseling Services, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, *Employment Experience, Family Programs, Federal Programs, Followup Studies, Income, Individualized Programs, Job Placement, Job Training, Participant Satisfaction, Program Effectiveness, *Residential Programs, *Student Characteristics, Student Development, *Student Participation, Student Problems
Identifiers—Idaho, Montana, Mountain Plains Program, Nebraska, North Dakota, South Dakota, Wyoming

This document presents one in a series of twenty-three case studies derived from in-depth interviews using a sampling of former participants in the Mountain-Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. Each case study contains the following information about a specific student family: biographical data; participation in the educational and community programs; home, income, placement, and employment data; stated problems and/or satisfactions; summaries of the participants' personal and social development; individual ratings of the program; scripts of personal interviews; interviewer comments; and individual test scores and self-assessments. This document presents specific findings on Henry and Wilma Walking Woman, an American Indian couple with an infant son. The follow-up study reports that the couple resigned the program due to marital problems and Henry's drinking problem and that they are presently separated, living with their respective families. (Names in these studies have been changed.) Two other documents are included in the series: a report which examines work and income variables for the group (ED 110 610) and a report which summarizes group findings on personal and social development (CE 014 681). Specific documentation for the instruments utilized in the study are included in both of these related documents. (BM)

ED 150 381 CE 014 666

Myers, Douglas D. And Others

Case Study Report #10. Ernie and Ilene Torres.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jun 75

Contract—NE-C-00-3-0298

Note—30p.; For related documents see CE 014 658-681 and ED 110 610 ; Some pages may not reproduce clearly

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Education, Case Studies, Community Involvement, Counseling Services, Demonstration Programs, *Disadvantaged Groups, *Employment Experience, Family Programs, Federal Programs, Followup Studies, Income, Individualized Programs, Job Placement, Job Training, Mexican Americans, Participant Satisfaction, Program Effectiveness, *Residential Programs, *Student Characteristics, Student Development, *Student Participation, Student Problems

Identifiers—Mountain Plains Program

This document presents one in a series of twenty-three case studies derived from in-depth interviews using a sampling of former participants in the Mountain-Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. Each case study contains the following information about a specific student family: biographical data; participation in the educational and community programs; home, income, placement, and employment data; stated problems and/or satisfactions; summaries of the participants' personal and social development; individual ratings of the program; scripts of personal interviews; interviewer comments; and individual test scores and self-assessments. This document presents specific findings on Ernie and Ilene Torres, a young Mexican-American couple with only a seasonal employment history. The follow-up study reports that both individuals completed occupational training in seven and a half months and are presently economically stable. (Names in these studies have been changed.) Two other documents are included in the series: a report which examines work and income variables for the group (ED 110 610) and a report which summarizes group findings on personal and social development (CE 014 681). Specific documentation for the instruments utilized in the study are included in both of these related documents. (BM)

ED 150 382 CE 014 667

Myers, Douglas D. And Others

Case Study Report #11. Burton and Juanita Ducheneau.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 75

Contract—NE-C-00-3-0298

Note—39p.; For related documents see CE 014 658-681 and ED 110 610 ; Some pages may be marginally legible

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—American Indians, *Career Education, Case Studies, Community Involvement, Counseling Services, Demonstration Programs, *Disadvantaged Groups, *Employment Experience, Family Programs, Federal Programs, Followup Studies, Income, Individualized Programs, Job Placement, Job Training, Participant Satisfaction, Program Effectiveness, *Residential Programs, *Student Characteristics, Student Development, *Student Participation, Student Problems

Identifiers—Mountain Plains Program

This document presents one in a series of twenty-three case studies derived from in-depth interviews using a sampling of former participants in the Mountain-Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. Each case study contains the following information about a specific student family: biographical data; participation in the educational and community programs; home, income, placement, and employment data; stated problems and/or satisfactions; summaries of the participants' personal and social development; individual ratings of the program; scripts of personal interviews; interviewer comments; and individual test scores and self-assessments. This document presents specific findings on Burton and Juanita Ducheneau, an American Indian couple with two children and serious personal problems. The follow-up study reports that although both individuals were able to find employment upon leaving the program and have greatly improved their economic status, they did not rate the Mountain-Plains experience as a positive influence on their lives. (Names in these studies have been changed.) Two other documents are included in the series: a report which examines work and income variables for the group (ED 110 610) and a report which summarizes group findings on personal and social development (CE 014 681). (BM)

ED 150 383 CE 014 668

Myers, Douglas D. And Others

Case Study Report #12. Bob and Jane Hockum.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 75

Contract—NE-C-00-3-0298

Note—30p.; For related documents see CE 014 658-681 and ED 110 610 ; Some pages may not reproduce clearly

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Education, Case Studies, Community Involvement, Counseling Services, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, *Employment Experience, Family Programs, Federal Programs, Followup Studies, Income, Individualized Programs, Job Placement, Job Training, Participant Satisfaction, Program Effectiveness, *Residential Programs, *Student Characteristics, Student Development, *Student Participation, Student Problems

Identifiers—Mountain Plains Program

This document presents one in a series of twenty-three case studies derived from in-depth interviews using a sampling of former participants in the Mountain-Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. Each case study contains the following information about a specific student family: biographical data; participation in the educational and community programs; home, income, placement, and employment data; stated problems and/or satisfactions; summaries of the participants' personal and social development; individual ratings of the program; scripts of personal interviews; interviewer comments; and individual test scores and self-assessments. This document presents specific findings on Bob and Jane Hockum, who entered the program with five children and a sporadic work history. The follow-up study reports that Bob completed an occupational training program but has continued to frequently change jobs after leaving Mountain-Plains. (Names in these studies have been changed.) Two other documents are included in the series: a report which examines work and income variables for the group (ED 110 610) and a report which summarizes group findings on personal and social development (CE 014 681). Specific documentation for the instruments utilized in the study are included in both of these related documents. (BM)

ED 150 384 CE 014 669

Myers, Douglas D. And Others

Case Study Report #13. John and Karen Teap.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 75

Contract—NE-C-00-3-0298

Note—35p.; For related documents see CE 014 658-681 and ED 110 610 ; Some pages may not reproduce clearly

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—American Indians, *Career Education, Case Studies, Community Involvement, Counseling Services, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, *Employment Experience, Family Programs, Federal Programs, Followup Studies, Income, Individualized Programs, Job Placement, Job Training, Participant Satisfaction, Program Effectiveness, *Residential Programs, *Student Characteristics, Student Development, *Student Participation, Student Problems

Identifiers—Mountain Plains Program

This document presents one in a series of twenty-three case studies derived from in-depth interviews using a sampling of former participants in the Mountain-Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. Each case study contains the following information about a specific student family: biographical data; participation in the educational and community programs; home, income, placement, and employment data; stated problems and/or satisfactions; summaries of the participants' personal and social development; individual ratings of the program; scripts of personal interviews; interviewer comments; and individual test scores and self-assessments. This document presents specific findings on John and Karen Teap, an American Indian couple who entered the program with an infant son, severe marital problems, and personal development needs. The follow-up study reports that although they did not complete the program, John is currently employed and feels that Mountain-Plains had a positive influence on his life while Karen rates it as a negative influence. (Names in these studies have been changed.) Two other documents are included in the series: a report which examines work and income variables for the group (ED 110 610) and a report which summarizes group findings on personal and social development (CE 014 681). (BM)

ED 150 385 CE 014 670

Myers, Douglas D. And Others

Case Study Report #14. Randall and Darlene Hall.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jun 75

Contract—NE-C-00-3-0298

Note—35p.; For related documents see CE 014 658-681 and ED 110 610 ; Some pages may not reproduce clearly

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Education, Case Studies, Community Involvement, Counseling Services, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, *Employment Experience, Family Programs, Federal Programs, Followup Studies, Income, Individualized Programs, Job Placement, Job Training, Participant Satisfaction, Program Effectiveness, *Residential Programs, *Student Characteristics, Student Development, *Student Participation, Student Problems

Identifiers—Mountain Plains Program

This document presents one in a series of twenty-three case studies derived from in-depth interviews using a sampling of former participants in the Mountain-Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. Each case study contains the following information about a specific student family: biographical data; participation in the educational and community programs; home, income, placement, and employment data; stated problems and/or satisfactions; summaries of the participants' personal and social development; individual ratings of the program; scripts of personal interviews; interviewer comments; and individual test scores and self-assessments. This document presents specific findings on Randall and Darlene Hall, who entered the program with two children and no high school diploma or vocational training. The follow-up study reports that both individuals completed the program and found highly satisfying jobs which increased their pre-center income nearly four-fold. (Names in these studies have been changed.) Two other documents are included in the series: a report which examines work and income variables for the group (ED 110 610) and a report which summarizes group findings on personal and social development (CE 014 681). (BM)

ED 150 386 CE 014 671

Myers, Douglas D. And Others

Case Study Report #15. Leon and Polly Grey Feather.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 75

Contract—NE-C-00-3-0298

Note—39p.; For related documents see CE 014 658-681 and ED 110 610 ; Some pages may not reproduce clearly

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—American Indians, *Career Education, Case Studies, Community Involvement, Counseling Services, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, *Employment Experience, Family Programs, Federal Programs, Followup Studies, Income, Individualized Programs, Job Placement, Job Training, Participant Satisfaction, Program Effectiveness, *Residential Programs, *Student Characteristics, Student Development, *Student Participation, Student Problems

Identifiers—Mountain Plains Program

This document presents one in a series of twenty-three case studies derived from in-depth interviews using a sampling of former participants in the Mountain-Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. Each case study contains the following information about a specific student family: biographical data; participation in the educational and community programs; home, income, placement, and employment data; stated problems and/or satisfactions; summaries of the participants' personal and social development; individual ratings of the program; scripts of personal interviews; interviewer comments; and individual test scores and self-assessments. This document presents specific findings on Leon and Polly Grey Feather, an American Indian couple with four children. The follow-up study reports that Leon was initially employed when they left the program; but now, due to severe economic depression in the area, the family lives on the reservation and receives tribal benefits. (Names in these studies have been changed.) Two other documents are included in the series: a report which examines work and income variables for the group (ED 110 610) and a report which summarizes group findings on personal and social development (CE 014 681). (BM)

ED 150 387 CE 014 672

Myers, Douglas D. And Others

Case Study Report #16. Marydel Green.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 75

Contract—NE-C-00-3-0298

Note—34p.; For related documents see CE 014 658-681 and ED 110 610 ; Some pages may not reproduce clearly

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Education, Case Studies, Community Involvement, Counseling Services, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, *Employment Experience, Family Programs, Federal Programs, Followup Studies, Income, Individualized Programs, Job Placement, Job Training, Participant Satisfaction, Program Effectiveness, *Residential Programs, *Student Characteristics, Student Development, *Student Participation, Student Problems

Identifiers—Mountain Plains Program

This document presents one in a series of twenty-three case studies derived from in-depth interviews using a sampling of former participants in the Mountain-Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. Each case study contains the following information about a specific student family: biographical data; participation in the educational and community programs; home, income, placement, and employment data; stated problems and/or satisfactions; summaries of the participants' personal and social development; individual ratings of the program; scripts of personal interviews; interviewer comments; and individual test scores and self-assessments. This document presents specific findings on Marydel Green, a divorcee with five children. The follow-up study reports that the Greens stayed only one month; however, Mrs. Green is presently attending a local vocational-technical school and has held various low-paying jobs. (Names on these studies have been changed.) Two other documents are included in the series: a report which examines work and income variables for the group (ED 110 610) and a report which summarizes group findings on personal and social development (CE 014 681). Specific documentation for the instruments utilized in the study are included in both of these related documents. (BM)

ED 150 388 CE 014 673

Myers, Douglas D. And Others

Case Study Report #17. Franklin and Andrea White Deer.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 75

Contract—NE-C-00-3-0298

Note—38p.; For related documents see CE 014 658-681 and ED 110 610 ; Some pages may not reproduce clearly

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—American Indians, *Career Education, Case Studies, Community Involvement, Counseling Services, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, *Employment Experience, Family Programs, Federal Programs, Followup Studies, Income, Individualized Programs, Job Placement, Job Training, Participant Satisfaction, Program Effectiveness, *Residential Programs, *Student Characteristics, Student Development, *Student Participation, Student Problems

Identifiers—Mountain Plains Program

This document presents one in a series of twenty-three case studies derived from in-depth interviews using a sampling of former participants in the Mountain-Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. Each case study contains the following information about a specific student family: biographical data; participation in the educational and community programs; home, income, placement, and employment data; stated problems and/or satisfactions; summaries of the participants' personal and social development; individual ratings of the program; scripts of personal interviews; interviewer comments; and individual test scores and self-assessments. This document presents specific findings on Frankie and Andrea White Deer, an American Indian couple with three children. The follow-up study reports that the White Deers resigned the program after six months, citing financial problems; however both are currently employed. (Names in the studies have been changed.) Two other documents are included in the series: a report which examines work and income variables for the group (ED 110 610) and a report which summarizes group findings on personal and social development (CE 014 681). Specific documentation for the instruments utilized in the study are included in both of these related documents. (BM)

ED 150 389 CE 014 674

Myers, Douglas D. And Others

Case Study Report #18. Jim & Ann Jones.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 75

Contract—NE-C-00-3-0298

Note—31p.; For related documents see CE 014 658-681 and ED 110 610 ; Some pages may not reproduce clearly

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Education, Case Studies, Community Involvement, Counseling Services, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, *Employment Experience, Family Programs, Federal Programs, Followup Studies, Income, Individualized Programs, Job Placement, Job Training, Participant Satisfaction, Program Effectiveness, *Residential Programs, *Student Characteristics, Student Development, *Student Participation, Student Problems

Identifiers—Idaho, Montana, Mountain Plains Program, Nebraska, North Dakota, South Dakota, Wyoming

This document presents one in a series of twenty-three case studies derived from in-depth interviews using a sampling of former participants in the Mountain-Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. Each case study contains the following information about a specific student family: biographical data; participation in the educational and community programs; home, income, placement, and employment data; stated problems and/or satisfactions; summaries of the participants; personal and social development; individual ratings of the program; scripts of personal interviews; interviewer comments; and individual test scores and self-assessments. This document presents specific findings on Jim and Ann Jones who entered the program having no serious personal development or family difficulties. The follow-up reports that both individuals completed occupational training and are currently employed, Jim full-time and Ann part-time. (Names in these studies have been changed.) Two other documents are included in the series: a report which examines work and income variables for the group (ED 110 610) and a report which summarizes group findings on personal and social development (CE 014 681). Specific documentation for the instruments utilized in the study are included in both of these related documents. (BM)

ED 150 390 CE 014 675

Myers, Douglas D. And Others

Case Study Report #19. Dennis and Hazel Jensen.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 75

Contract—NE-C-00-3-0298

Note—33p.; For related documents see CE 014 658-681 and ED 110 610 ; Some pages may not reproduce clearly

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Education, Case Studies, Community Involvement, Counseling Services, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, *Employment Experience, Family Programs, Federal Programs, Followup Studies, Income, Individualized Programs, Job Placement, Job Training, Participant Satisfaction, Program Effectiveness, *Residential Programs, *Student Characteristics, Student Development, *Student Participation, Student Problems

Identifiers—Idaho, Montana, Mountain Plains Program, Nebraska, North Dakota, South Dakota, Wyoming

This document presents one in a series of twenty-three case studies derived from in-depth interviews using a sampling of former participants in the Mountain- Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. Each case study contains the following information about a specific student family: biographical data; participation in the educational and community programs; home, income, placement, and employment data; stated problems and/or satisfactions; summaries of the participants' personal and social development; individual ratings of the program; scripts of personal interviews; interviewer comments; and individual test scores and self-assessments. This document presents specific findings on Dennis and Hazel Jensen, who entered the program with two children and no high school diploma or vocational training. The follow-up study reports that the Jensens completed the program and found employment but marital problems are still evident. (Names in these studies have been changed.) Two other documents are included in the series: a report which examines work and income variables for the group (ED 110 610) and a report which summarizes group findings on personal and social development (CE 014 681). Specific documentation for the instruments utilized in the study are included in both of these related documents. (BM)

ED 150 391 CE 014 676

Myers, Douglas D. And Others

Case Study Report #20. Alvin and Edith Oster.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 75

Contract—NE-C-00-3-0298

Note—28p.; For related documents see CE 014 658-681 and ED 110 610 ; Some pages may not reproduce clearly

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Education, Case Studies, Community Involvement, Counseling Services, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, *Employment Experience, Family Programs, Federal Programs, Followup Studies, Income, Individualized Programs, Job Placement, Job Training, Participant Satisfaction, Program Effectiveness, *Residential Programs, *Student Characteristics, Student Development, *Student Participation, Student Problems, Vocational Education

Identifiers—Mountain Plains Program

This document presents one in a series of twenty-three case studies derived from in-depth interviews using a sampling of former participants in the Mountain-Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. Each case study contains the following information about a specific student family: biographical data; participation in the educational and community programs; home, income, placement, and employment data; stated problems and/or satisfactions; summaries of the participants' personal and social development; individual ratings of the program; scripts of personal interviews; interviewer comments; and individual test scores and self-assessments. This document presents specific findings on Alvin and Edith Oster, who entered the program with three children and determination. The follow-up study reports that the Osters successfully completed the program and found steady employment with a bright future. (Names in these studies have been changed.) Two other documents are included in the series: a report which examines work and income variables for the group (ED 110 610) and a report which summarizes group findings on personal and social development (CE 014 681). Specific documentation for the instruments utilized in the study are included in both of these related documents. (BM)

ED 150 392 CE 014 677

Myers, Douglas D. And Others

Case Study Report #21. Harry and Bobbie (Morgan Fenenman.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 75

Contract—NE-C-00-3-0298

Note—28p.; For related documents see CE 014 658-681 and ED 110 610 ; Some pages may not reproduce clearly

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Basic Skills, *Career Education, Case Studies, Community Involvement, Counseling Services, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, *Employment Experience, Family Programs, Federal Programs, Followup Studies, Income, Individualized Programs, Job Placement, Job Training, Participant Satisfaction, Program Effectiveness, *Residential Programs, *Student Characteristics, Student Development, *Student Participation, Student Problems

Identifiers—Mountain Plains Program

This document presents one in a series of twenty-three case studies derived from in-depth interviews using a sampling of former participants in the Mountain-Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. Each case study contains the following information about a specific student family: biographical data; participation in the educational and community programs; home, income, placement, and employment data; stated problems and/or satisfactions; summaries of the participants' personal and social development; individual ratings of the program; scripts of personal interviews; interviewer comments; and individual test scores and self-assessments. This document presents specific findings on Harry and Bobbie (Morgan) Fenenman, who entered the program separately but whose acquaintance grew into eventual marriage. The follow-up study reports that both individuals successfully completed occupational training and found employment. (Names in these studies have been changed.) Two other documents are included in the series: a report which examines work and income variables for the group (ED 110 610) and a report which summarizes group findings on personal and social development (CE 014 681). Specific documentation for the instruments utilized in the study are included in both of these related documents. (BM)

ED 150 393 CE 014 678

Myers, Douglas D. And Others

Case Study Report #22. Robert and Sally Hobart.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 75

Contract—NE-C-00-3-0298

Note—24p.; For related documents see CE 014 658-681 and ED 110 610 ; Some pages may not reproduce clearly

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Career Education, Case Studies, Community Involvement, Counseling Services, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, *Employment Experience, Family Programs, Federal Programs, Followup Studies, Income, Individualized Programs, Job Placement, Job Training, Participant Satisfaction, Program Effectiveness, *Residential Programs, *Student Characteristics, Student Development, *Student Participation, Student Problems, Vocational Education

Identifiers—Mountain Plains Program

This document presents one in a series of twenty-three case studies derived from in-depth interviews using a sampling of former participants in the Mountain-Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. Each case study contains the following infomration about a specific student family: biographical data; participation in the educational and community programs; home, income, placement, and employment data; stated problems and/or satisfactions; summaries of the participants' personal and social development; individual ratings of the program; scripts of personal interviews; interviewer comments; and individual test scores and self-assessments. This document presents specific findings on Robert and Sally Hobart, who entered the program with two children and no major personal/family problems. The follow-up study reports that the Hobarts successfully completed occupational training and found employment. (Names in these studies have been changed.) Two other documents are included in the series: a report which examines work and income variables for the group (ED 110 610) and a report which summarizes group findings on personal and social development (CE 014 681). Specific documentation for the instruments utilized in the study are included in both of these related documents. (BM)

ED 150 394 CE 014 679

Myers, Douglas D. And Others

Case Study Report #23. Charles White.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 75

Contract—NE-C-00-3-0298

Note—28p.; For related documents see CE 014 658-681 and ED 110 610 ; Some pages may not reproduce clearly

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Education, Case Studies, Community Involvement, Counseling Services, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, *Employment Experience, Family Programs, Federal Programs, Followup Studies, Income, Individualized Programs, Job Placement, Job Training, Participant Satisfaction, Program Effectiveness, *Residential Programs, *Student Characteristics, Student Development, *Student Participation, Student Problems

Identifiers—Idaho, Montana, Mountain Plains Program, Nebraska, North Dakota, South Dakota, Wyoming

This document presents one in a series of twenty-three case studies derived from in-depth interviews using a sampling of former participants in the Mountain-Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. Each case study contains the following information about a specific student family: biographical data; participation in the educational and community programs; home, income, placement, and employment data; stated problems and/or satisfactions; summaries of the participants' personal and social development; individual ratings of the program; scripts of personal interviews; interviewer comments; and individual test scores and self-assessments. This document presents specific findings on Charles White who entered the program with severe marital problems. The follow-up study reports that he successfully completed occupational training and is currently employed. (Names in these studies have been changed.) Two other documents are included in the series: a report which examines work and income variables for the group (ED 110 610) and a report which summarizes group findings on personal and social development (CE 014 681). Specific documentation for the instruments utilized in the study are included in both of these related documents. (BM)

ED 150 395 CE 014 680

Myers, Douglas D. And Others

Case Study Report #24. James and Anita Randle.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 75

Contract—NE-C-00-3-0298

Note—34p.; For related documents see CE 014 658-681 and ED 110 610 ; Some pages may not reproduce clearly

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Education, Case Studies, Community Involvement, Counseling Services, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, *Employment Experience, Family Programs, Federal Programs, Followup Studies, Income, Individualized Programs, Job Placement, Job Training, Participant Satisfaction, Program Effectiveness, *Residential Programs, *Student Characteristics, Student Development, *Student Participation, Student Problems

Identifiers—Idaho, Montana, Mountain Plains Program, Nebraska, North Dakota, South Dakota, Wyoming

This document presents one in a series of twenty-three case studies derived from in-depth interviews using a sampling of former participants in the Mountain-Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. Each case study contains the following information about a specific student family: biographical data; participation in the educational and community programs; home, income, placement, and employment data; stated problems and/or satisfactions; summaries of the participants' personal and social development; individual ratings of the program; scripts of personal interviews; interviewer comments; and individual test scores and self-assessments. This document presents specific findings on James and Anita Randle, who entered the program with five children and a history of sporadic employment. The follow-up study reports that the Randles completed the program but rate the program as neither a positive or a negative influence on their lives. (Names in these studies have been changed.) Two other documents are included in the series: a report which examines work and income variables for the group (ED 110 610) and a report which summarizes group findings on personal and social development (CE 014 681). (BM)

ED 150 396 CE 014 681

Myers, Douglas D. And Others

Case Study Report #25. Social and Self Development: A Followup Study of Career Education Model IV Students.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 75

Contract—NE-C-00-3-0298

Note—27p.; For related documents see CE 014 658-681 and ED 110 610

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Attitude Tests, Behavior Rating Scales, *Career Education, Comparative Analysis, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, Family Programs, Federal Programs, Followup Studies, Individualized Programs, Individual Power, Need Gratification, Personality Tests, Program Effectiveness, *Residential Programs, Self Actualization, *Self Concept, Self Concept Tests, *Social Development, Socioeconomic Status, *Student Development

Identifiers—Idaho, Montana, Mountain Plains Program, Nebraska, North Dakota, South Dakota, Wyoming

A follow-up study was conducted to assess the various dimensions of social and self-perception of former participants in the Mountain-Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. Twenty-three student families were randomly selected and interviewed at an average of ten months postexit. Nonequivalent control group designs were used to compare independent samples of entering students to the sample of departed students. The following instruments were used for the analysis: the Tennessee Self-Concept Scale, Srole's Anomie Scale, Neal and Seeman's Powerlessness Scale, the Self-Anchoring Scale of Life Satisfaction, and a socioeconomic status score. Two reference groups were used to compare results. Significant results were found in only the following three of the five areas of measurement: self-concept, life success ratings, and socioeconomic status. Correlation analyses for heads of households and spouses were also reported. (An earlier report, ED 110 610, examines the work and income variables for the group and a series of twenty-three case studies reports specific findings on individual student families, CE 014 658 to 014 680.) (BM)

ED 150 397 CE 014 682

Summative Evaluation of Mountain-Plains. Volume I.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 76

Contract—NE-C-00-3-0298

Note—364p.; For related documents see CE 014 653-657, CE 014 682-684, and ED 110 811 ; Some pages may not reproduce clearly

EDRS Price MF-$0.83 HC-$19.41 Plus Postage.

Descriptors—Basic Skills, *Career Education, Curriculum Evaluation, Curriculum Research, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Economic Factors, Educationally Disadvantaged, Employer Attitudes, Family Life Education, *Family Programs, Federal Programs, Indexes (Locaters), Individualized Programs, *Program Effectiveness, Program Evaluation, *Research Design, *Residential Programs, Student Attitudes, Summative Evaluation

Identifiers—Idaho, Montana, Mountain Plains Program, Nebraska, North Dakota, South Dakota, Wyoming

This first document in a three-volume summative evaluation report presents a portion of the internal evaluation conducted by the Mountain-Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state region. (The three-volume report presents both an overview of the evaluation design and results and a component-by-component analysis as well.) This document contains an index of selected research reports which reference most of the major documents published by the Mountain-Plains project which are not already included in the three-volume summative evaluation report. The research studies contained in this document include an updated design for the internal evaluation; a discussion of the economic impact of the Mountain-Plains family education experience; an evaluation by employers of exited Mountain-Plains students; the final report on the user trial of Mountain-Plains curriculum; student evaluations of staff and curriculum; and summative internal evaluations of the family core curriculum and foundation education components. Two other documents comprise the summative evaluation report (CE 014 683 and CE 014 684) and present individual analyses of the remaining components of the Mountain-Plains program and various research studies. (BM)

ED 150 398 CE 014 683

Bunch, Michael B. And Others

Summative Evaluation of Mountain-Plains. Volume II.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 76

Contract—NE-C-00-3-0298

Note—458p.

EDRS Price MF-$0.83 HC-$24.77 Plus Postage.
Descriptors—*Adult Vocational Education, Building Trades, Business Education, *Career Education, *Counseling Services, Demonstration Programs, *Disadvantaged Groups, Early Childhood Education, Economically Disadvantaged, Educationally Disadvantaged, Family Programs, Federal Programs, Individualized Programs, Office Practice, *Program Effectiveness, Program Evaluation, *Residential Programs, Summative Evaluation, Transportation, Vocational Counseling
Identifiers—Idaho, Montana, Mountain Plains Program, Nebraska, North Dakota, South Dakota, Wyoming

This second document in a three-volume summative evaluation report presents a portion of the internal evaluation conducted by the Mountain-Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state region. (The three-volume report presents both an overview of the evaluation design and results and a component by component analysis as well.) This document includes individual analyses of the following program components: office education, marketing, and tourism; building trades education, mobility, and transportation education; early childhood education; career guidance; and counseling services. In addition, a summary report on all the occupational programs and a discussion of the reliability/validity of the Mountain-Plains tests are included. (The other two documents comprising the summative evaluation report are available as CE 014 682 and CE 104 684.) (BM)

ED 150 399 **CE 014 684**
Conrad, Rowan W.
Summative Evaluation of Mountain-Plains. Volume III.
Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Nov 76
Contract—NE-C-00-3-0298
Note—660p.; For related documents see CE 014 653-657, 682-684, and ED 110 811 ; Some pages may not reproduce clearly
EDRS Price MF-$1.16 Plus Postage. HC Not Available from EDRS.
Descriptors—Adult Vocational Education, *Career Education, Child Care, Child Rearing, Counseling Services, Demonstration Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, *Family Programs, Federal Programs, Individual Development, Individualized Programs, *Parent Attitudes, Personality Assessment, *Program Effectiveness, Program Evaluation, Psychological Characteristics, Psychological Studies, Questionnaires, *Residential Programs, Summative Evaluation, Test Validity
Identifiers—Idaho, Montana, Mountain Plains Program, Nebraska, North Dakota, South Dakota, Wyoming

This third document in a three-volume summative evaluation report submitted to the National Institute of Education presents a portion of the internal evaluation conducted by the Mountain-Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state region. (The three-volume report presents both an overview of the evaluation design and results and a component analysis as well.) This document includes summary research reports in the following areas: psychological characteristics of entering students, program effects and developmental influences, impact on parenting attitudes, criterion validity of the Child Raising Opinion Questionnaire, and factor validity of the Child Raising Opinion Questionnaire. (The other two documents comprising the summative evaluation report are available as CE 014 682 and CE 014 683.) (BM)

ED 150 400 **CE 014 706**
1976 High School Follow-Up System. Summary of Findings.
Oregon State Dept. of Education, Salem. Career and Vocational Education Section.
Pub Date—77
Note—35p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Colleges, Cooperative Education, Disadvantaged Youth, *Employment Patterns, Enrollment, Followup Studies, Handicapped Students, *High School Graduates, Post Secondary Education, Pupil Personnel Services, Secondary Education, Sex Differences, State Surveys, *Student Attitudes, *Student Characteristics, Student Organizations, Vocational Education, *Vocational Followup, Work Experience
Identifiers—*Oregon

This report summarizes the findings of a follow-up study of Oregon's high school class of 1976 regarding their activities and perceptions after leaving their formal high school training. Focus is primarily on the responses and impressions of former vocational (career cluster) students; comparisons with the responses of general college preparatory students are drawn to illustrate differences between the two groups where appropriate. Findings are presented based on 2,854 questionnaires from an original survey sample of 11,000 former vocational students (a 25% response). Comparisons between respondents and the entire survey population on several demographic factors are examined to assess the possibility of biased results. Description and graphic presentation of the findings is under ten topics: (1) present activity of vocational respondents, (2) continuing education, (3) employment, (4) vocational student weighting factor (degree of involvement in vocational programs), (5) comparisons by sex, (6) disadvantaged students, (7) handicapped students, (8) cooperative work experience, (9) vocational student organizations, and (10) student services. (JT)

ED 150 401 **CE 014 708**
Curriculum Guide for Electrical Occupations (First Edition).
Oregon State Dept. of Education, Salem. Career and Vocational Education Section.
Pub Date—77
Note—247p.
Available from—Oregon Department of Education, 942 Lancaster Drive N.E., Salem, Oregon 97310 ($2.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Appliance Repairing, *Behavioral Objectives, Career Education, Communication Skills, Curriculum, Curriculum Guides, Electrical Appliance Servicemen, *Electrical Occupations, Electric Circuits, Electricians, Electronic Equipment, Electronics, Equipment Maintenance, Grade 11, Grade 12, High School Curriculum, *Job Skills, Learning Activities, Measurement Instruments, Performance Based Education, Resource Materials, Senior High Schools, Skill Development, State Curriculum Guides, Theories, Trade and Industrial Education, Units of Study
Identifiers—Oregon, Voltage

This curriculum guide on electrical occupations is designed to provide eleventh and twelfth grade teachers with the educational specifications for specific knowledge and skills that will qualify students for entry-level employment in five electrical occupational areas: inside electrician, outside electrician, electronics assembler, electrical appliance repair, and electronic technician. The guide is divided into four sections. The first one, an introduction, includes educational goals, definitions of terms, and provisions for approval of secondary vocational programs. The second section presents a world-of-work chart showing a career, occupation, and instructional analysis followed by a list of common skill requirements for each of the five occupational areas. Section 3 discusses goal-based planning and the main objective for the electrical cluster, individualized instruction, and suggested allied supporting courses to be included in the electrical cluster curriculum. In the last section, comprising the major portion of the guide, content is divided into five subsections, each covering one of the following skill areas in the electrical career education process: technical communications; testing and measuring; assembly, maintenance, and repair; electrical/electronic theory and math; and personal development and leadership. Each subsection includes the following correlated components: a course goal, student competencies (from fifteen to fifty-seven), performance indicators (from one to ten), and suggested learning activities. This last section concludes with a brief discussion of student assessment. Listings of audiovisual materials, references, and sources are appended. (EM)

ED 150 402 **CE 014 713**
Child Labor Requirements in Agriculture under the Fair Labor Standards Act. Child Labor Bulletin No. 102.
Employment Standards Administration (DOL), Washington, D.C. Wage and Hour Div.
Pub Date—[77]
Note—13p.; For a related document see CE 014 714
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Agricultural Laborers, *Agriculture, Child Labor, *Child Labor Legislation, Federal Legislation, *Federal Regulation, Labor Standards, Migrant Employment, Minimum Wage, Seasonal Employment, Teenagers, Youth, Youth Employment
Identifiers—*Fair Labor Standards Act, United States

This booklet is a guide to the provisions of the Fair Labor Standards Act (also known as the Wage-Hour Law) which apply to minors employed in agriculture. The content is as follows: coverage of the child labor provisions regarding agricultural employment, minimum age standards for employment in agriculture, school hours and employment in agriculture, hazardous occupations in agriculture, exemptions from hazardous occupations order in agriculture (student-learners, 4-H federal extension service training program, and vocational agriculture training program), penalties for violations, certificates of age, recordkeeping for employment of minors, and minimum wage for agricultural employment. Information as to where inquiries about the Fair Labor Standards Act can be forwarded is provided. (EM)

ED 150 403 **CE 014 714**
Child Labor Requirements in Nonagricultural Occupations under the Fair Labor Standards Act. Child Labor Bulletin No. 101.
Employment Standards Administration (DOL), Washington, D.C. Wage and Hour Div.
Pub Date—[77]
Note—39p.; For a related document see CE 014 713
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Blue Collar Occupations, Child Labor, *Child Labor Legislation, Federal Legislation, *Federal Regulation, *Industry, Labor Standards, Semiskilled Occupations, Skilled Occupations, Teenagers, Unskilled Labor, Youth, Youth Employment
Identifiers—*Fair Labor Standards Act, United States

This booklet is a guide to the provisions of the Fair Labor Standards Act (also known as the Wage-Hour Law) which apply to minors employed in nonagricultural occupations. The content is as follows: coverage of the child labor provisions (covers employees in commerce, the production of goods for commerce, an enterprise engaged in commerce, and an establishment producing goods for commerce), minimum age standards for nonagricultural employment, exemptions from the child labor provisions of the Act, employment standards for fourteen- and fifteen-year-old minors, seventeen hazardous occupations orders in nonagricultural occupations (includes for each order the occupations covered, definitions, and exemptions), penalties for violation, and age certificates. Information as to where inquiries about the Fair Labor Standards Act can be forwarded is provided. (EM)

ED 150 404 CE 014 715

Handy Reference Guide to the Fair Labor Standards Act.

Employment Standards Administration (DOL), Washington, D.C. Wage and Hour Div.

Report No.—WH-1282

Pub Date—Dec 77

Note—14p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Child Labor, Employees, Federal Legislation, *Federal Regulation, *Labor Legislation, *Labor Standards, Overtime, Wages, Youth Employment

Identifiers—*Fair Labor Standards Act, United States

This guide provides general information about the application of the Fair Labor Standards Act (FLSA), as amended. Topics covered are basic wage standards, employees covered, tipped employees, employer-furnished facilities, subminimum wage provisions, equal pay provisions, exemptions, child labor provisions, recordkeeping, terms used in the FLSA, computing overtime pay, enforcement, recovery of back wages, and the wage and hour division. (EM)

ED 150 405 CE 014 724

Gugerty, John J.

It's About Time Emotional Disturbance Came Out In the Open!

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—77

Note—65p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Communication (Thought Transfer), *Communication Skills, *Counseling, Emotional Adjustment, *Emotionally Disturbed, Emotional Problems, Guides, Helping Relationship, Intervention, Job Placement, *Mental Health, *Mental Illness, Nonverbal Communication, Personality Problems, Student Teacher Relationship, Teacher Role, Vocational Education

Addressed to vocational educators, this booklet discusses topics relating to mental health and understanding emotional disturbance. The following topics are covered: definitions of mental health, normality, and mental illness; signs of possible development of serious emotional problems; the number of people considered emotionally disturbed; treatment for people with emotional problems; the emotionally troubled person in the classroom and what the teacher can do; communication; empathy; constructive use of feedback; barriers to effective communication; job placement considerations; improving mental health; coping with the milder variety of depression; coping with stress; and prevention of mental illness. A brief description of the Mental Health Association in Wisconsin and listings of chapter presidents and addresses, where to get help for emotional problems in Wisconsin, and a bibliography are included. (TA)

ED 150 408 CE 014 796

Vash, Carolyn L.

Sheltered Industrial Employment. Emerging Issues in Rehabilitation.

Washington Transportation Alliance, Washington, D.C. Institute for Research Utilization.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date—Dec 77

Contract—22-P-5901-9-3-01

Note—87p.; For related documents see CE 014 795-798

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Agency Role, Business, Change Strategies, Definitions, *Employment Opportunities, Federal Legislation, Foreign Countries, Handicapped, Human Services, *Industry, International Programs, Normalization (Handicapped), Policy Formation, *Program Descriptions, Program Planning, Regular Class Placement, Rehabilitation Programs, *Severely Handicapped, *Sheltered Workshops, State of the Art Reviews, *Vocational Rehabilitation, Work Experience

Identifiers—Australia, China, Denmark, England, Israel, Netherlands, Poland, Sweden, United States, West Germany

Major research findings are synthesized and innovations of current concern to vocational rehabilitation professionals are reported in this document, which covers the area of sheltered industrial employment. It is intended to provide a state-of-the-art review of worldwide experience and conceptualizations regarding accommodated or sheltered employment in both the segregated and mainstream worlds of work for workers with disabilities, and to provide an information base for future planning of implementation strategies for accommodated or sheltered mainstream projects in the public and private sectors in the United States. Topics covered in the introduction include the following: definitions, legal background, consumer views and demands, philosophical perspectives, wage versus welfare, and alternatives. Chapter 2 provides information on segregated employment opportunities, to the limited extent that they offer pure opportunities for employment rather than rehabilitation services. Chapter 3 provides information on worldwide experience with mainstream employment. Chapter 4 provides a brief sampling of information on American experience relating to the role of industry in preparing disabled people for work in mainstream settings. All chapters emphasize experience relevant to workers with disabilities so severe that accommodation or shelter is required for them to work. Chapter 5 presents considerations for the future and some ideas, conclusions, and suggestions for how the body of experience described might be used in planning future action. An annotated bibliography is included. (TA)

ED 150 409 CE 014 797

Pflueger, Susan Stoddard

Independent Living. Emerging Issues in Rehabilitation.

Washington Transportation Alliance, Washington, D.C. Institute for Research Utilization.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date—Dec 77

Contract—22-P-5901-9-3-01

Note—88p.; For related documents see CE 014 795-798

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Annotated Bibliographies, Change Strategies, Definitions, *Delivery Systems, Demonstration Projects, Federal Legislation, Handicapped, Housing, Housing Needs, Human Living, Human Services, Individual Needs, Models, *Normalization (Handicapped), Physical Characteristics, Physical Design Needs, Policy Formation, *Productive Living, *Program Descriptions, Program Development, Rehabilitation, Rehabilitation Programs, *Severely Handicapped, State Legislation, State of the Art Reviews, *Vocational Rehabilitation

Identifiers—*Self Sufficient Living

Major research findings are synthesized and innovations of current concern to vocational rehabilitation professionals are reported in this document, which covers the area of independent living. Independent living is described as an integral pa[illegible] the rehabilitation process for the severely disa[illegible] in which the individual is assisted in achieving personal and vocational objectives. In the introductory chapter, three partial concepts of independent living are reviewed: physical modification, rehabilitation, and consumer rights. Chapter 2, concerning independent living and federal rehabilitation legislation, reviews attempts to intr[illegible]ependent living as a component of vocat[illegible]abilitation services, illustrating a number of planning issues that confront policy makers. Chapter 3 discusses the problem of defining the target populations. Chapter 4 describes alternative delivery strategies/systems for independent living services, identifies several major dimensions of these programs, and reviews several examples of independent living service models. Chapter 5 reviews two programs where alternatives for organization and delivery of independent living services are being systematically evaluated. Chapter 6 reviews analytical and theoretical work to date on estimating the costs and benefits of independent living. Chapter 7, the conclusion, reemphasizes the main programmatic features of the consumer model of independent living, and outlines major policy questions and the agenda for exploring new alternatives. An annotated bibliography is appended. (TA)

ED 150 410 CE 014 798

Backer, Thomas E.

New Directions in Rehabilitation Outcome Measurement. Emerging Issues in Rehabilitation.

Washington Transportation Alliance, Washington, D.C. Institute for Research Utilization.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date—Dec 77

Contract—22-P-5901-9-3-01

Note—77p.; For related documents see CE 014 795-797 ; Contains occasional light print

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Administrative Personnel, Administrator Attitudes, Annotated Bibliographies, Counselor Attitudes, Counselors, Federal Government, Individual Development, Information Needs, Information Utilization, *Measurement Techniques, *Physically Handicapped, *Program Effectiveness, Program Evaluation, Research, *Self Actualization, Standards, Systems Concepts, Systems Development, *Vocational Development, *Vocational Rehabilitation

Directed to three audiences–rehabilitation counselors, administrators in vocational rehabilitation, and decision makers in policy organizations–this document focuses on how to measure what happens to a disabled person who receives vocational rehabilitation services. Chapters 1 and 2 give background information on rehabilitation outcome measurement systems and a brief overview of the document purpose, respectively. Chapter 3 provides an overview of how outcome measurement is conceptualized, how outcome measurement systems are used by each of the three audiences above, and what impact outcome measurement has at these three levels. Chapter 4 describes in more detail what the current parameters of outcome measurement in rehabilitation are, including relevant federal standards. Chapter 5 is a catalogue of recently developed measures of rehabilitation outcomes that may have potential for improving the overall systems. Chapter 6 discusses research studies now underway to develop further improved outcome measurement systems, and gaps in the body of knowledge about outcome measurement that still need to be closed.

Chapters 7 and 8 discuss the impact of outcome measurement on counselors, administrators, and policy makers. Chapter 9 presents some tentative prescriptions for taking action to improve outcome measurement systems. Chapter 10 makes a few predictions about the future of outcome measurement systems. An annotated bibliography is appended. (SH)

ED 150 415 CE 014 831

Handbook for Metric Usage (First Edition).

American Home Economics Association, Washington, D.C.

Pub Date—77

Note—49p.

Available from—American Home Economics Association, 2010 Massachusetts Avenue, N.W., Washington, D.C. 20036 ($4.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Guides, *Home Economics, *Home Economics Education, *Learning Activities, *Measurement, Media Selection, *Metric System, Reference Materials, Resource Materials, Teaching Guides

Guidelines for changing to the metric system of measurement with regard to all phases of home economics are presented in this handbook. Topics covered include the following: (1) history of the metric system, (2) the International System of Units (SI): derived units of length, mass, time, and electric current; temperature; luminous intensity; prefixes; amount of substance; tables of SI, and common metric units and symbols, (3) soft and hard conversion, (4) metric usage in home economics in the areas of food, nutrition, clothing, housing and home furnishings, and household equipment, (5) general style and usage for abbreviations, symbols, capitals, compound units, decimals, derived units, nomenclature, plurals, spacing, conversion, rounding, metric arithmetic, and pronunciation, and (6) learning activities: food, nutrition, clothing, home furnishings, and household equipment. Appendixes contain information on conversion factors, provide conversion tables (for volume, temperature, gauge pressure at sea level and boiling point of water, and oven temperature in degrees Celsius), references, a selected bibliography for metrication in home economics, and guidelines for selecting metric instructional materials. (TA)

ED 150 416 CE 014 839

Clay, Rex J.

A Validation Study of Maslow's Hierarchy of Needs Theory.

Pub Date—[77]

Note—27p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Behavior Theories, College Teachers, Community Colleges, Employer Employee Relationship, *Individual Needs, *Job Satisfaction, *Need Gratification, Personnel Management, *Psychological Needs, Research, Self Actualization, Supervisors, *Theories, Validity, Work Environment

Identifiers—*Maslow (Abraham), Maslows Hierarchy of Needs

A study was conducted to expand the body of research that tests the validity of Abraham Maslow's hierarchy of needs theory in a work context where it often serves as a guide for the supervisor's relationships with his subordinates. Data was gathered by questionnaire which tested for a hierarchy of needs among instructors at four community colleges in North Carolina. The semantic differential technique was used to measure needs satisfaction, and needs importance was measured by a ranking procedure. Correlations of needs importance and needs satisfaction revealed no evidence of a hierarchy of needs as described by Maslow. The finding suggested that a job offering reasonable opportunities to satisfy the basic needs will break down the heirarchical relationship posed by Maslow. Thus, supervisors who use the hierarchy of needs theory to guide relations with subordinates should re-examine their approach and consider other theories that explain the interrelationship of needs and predict subordinate behavior. For example, there is the theory of a two-level hierarchy of needs that places the essential biological needs on the bottom of the hierarchy and all the other needs (security, social, other-esteem, self-esteem, autonomy, and self-actualization) on the next level. Such a theory holds that all of the upper-level needs are of equal importance, with the dominant need varying from moment to moment and from day to day. (TA)

ED 150 418 CE 014 845

Comprehensive Employment and Training Act of 1977. 95th Congress, 1st Session. Report No. 95-174.

Congress of the U.S., Washington, D.C. Senate Committee on Human Resources.

Pub Date—16 May 77

Note—88p.; Tables F-1 through F-6 (pages 13-17) may not reproduce well due to small print

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Disadvantaged Groups, *Employment Programs, *Federal Legislation, *Federal Programs, *Job Training, Manpower Development, Minority Groups, Program Descriptions, Public Service Occupations, Teachers, Underemployed, Unemployed, Veterans

Identifiers—*Comprehensive Employment and Training Act 1977

A copy of the Comprehensive Employment and Training Act of 1973 (CETA) as amended in 1977 and a summary of the act's provisions with rationale for the amendments constitute this report. The 1977 version of the bill includes provisions for (1) extension of the authorization of all titles of CETA through 1978, (2) extension through 1978 the amendments of title VI of CETA made by the Emergency Jobs Programs Extension Act of 1976 to employ low-income persons in public service jobs, (3) waiving of some limitations on percentages of CETA funds to be used for specific titles, (4) provision to increase participation in CETA training and job opportunities for disabled veterans and Vietnam-era veterans under age 27, and (5) provision for the filling of elementary and secondary teaching positions with unemployed persons having previous teaching experience. The summary of the act restates its purpose (to provide training, employment, and other services leading to unsubsidized employment for economically disadvantaged, unemployed, and underemployed persons); describes the prime sponsorship system under which units of state and local governments are responsible for carrying out programs within their communities; and summarizes activities under the following titles of the act: Title I–Comprehensive Manpower Services; Title III–Special Federal Responsibilities; Title IV–Job Corps; Title V–The National Commission for Manpower Policy; and Title VI–Emergency Job Programs. (JT)

ED 150 419 CE 014 858

McCage, Ronald D.

The Development of a Comprehensive State Capacity for Program Improvement. Occasional Paper No. 34.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—Jan 78

Note—13p.

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Educational Legislation, Educational Research, Federal Aid, Federal Legislation, Federal Regulation, Federal State Relationship, Program Administration, *Program Improvement, *Research Coordinating Units, Research Needs, State Departments of Education, State Programs, *Statewide Planning, *Vocational Education

Identifiers—Education Amendments 1968, Education Amendments 1976, Vocational Education Act 1963

In examining how one state (Illinois) approaches the development of a comprehensive state capacity for program improvement in vocational education, it is helpful to review federal legislative action. Research and development (R & D) did not become an official legislative element of vocational education until the 1963 Vocational Education Act was enacted. Its major provisions supported research in vocational education and established the Research Coordinating Units (RCUs). The major provisions of the 1968 Amendments to the 1963 Act changed the face of the RCUs and redirected the efforts of many states. Prior to the passage of the Educational Amendments of 1976 a two-year study conducted by the National Academy of Science Committee on Vocational Education Research and Development (COVERD) examined the total spectrum of vocational education R & D. The messages presented by COVERD should be addressed in any effort to develop a state-level comprehensive plan. The past legislative changes have moved vocational education R & D from basic to applied research and the RCUs from universities to state departments. Most RCUs may ultimately become an integral part of the total vocational education system at the state level. (The author explains how Illinois is implementing various legislative provisions. His answers to sixteen questions from the audience of vocational education research and development personnel are appended.) (EM)

ED 150 420 CE 014 874

Travel and Tourism Module. An Advanced-Level Option For Distribution and Marketing.

New York State Education Dept., Albany. Bureau of Occupational Education Curriculum Development.

Pub Date—77

Note—113p.; For related documents see CE 014 876 and ED 135 945

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Behavioral Objectives, Curriculum Guides, Distributive Education, Grade 12, Hotels, Job Skills, *Learning Activities, Office Management, Recreation, Senior High Schools, Teaching Guides, *Tourism, Transportation, *Travel

Intended as an advanced option for distributive education students in the twelfth grade, this travel and tourism module is designed to cover a minimum of ten weeks or a maximum of twenty weeks. Introductory material includes information on employment demands, administrative considerations, course format, teaching suggestions, expected outcomes, and overview of the course. Major content is presented under two content areas–hotel and lodging; and recreation, tourism, and transportation. The section on hotel and lodging includes nine units, covering such topics as development and growth, careers in lodging, front office procedure, advertising and sales promotion, and hotel law. The section on recreation, tourism, and transportation includes six units, covering such topics as fundamentals of ticketing, tours, and the travel agency. Each of the units includes a unit title, performance objectives and corresponding subject content areas, and a list of suggested activities. A list of hotel terminology, skills needed by a travel counselor, typical occupations in the travel and transportation services, and a bibliography are appended. (SH)

ED 150 421 CE 014 875

Bookkeeping and Accounting 1 & 2 Syllabus. 1977 Revision.

New York State Education Dept., Albany. Bureau of Occupational Education Curriculum Development.

Pub Date—77

Note—124p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Accounting, Basic Skills, *Behavioral Objectives, *Bookkeeping, Business Education, Curriculum Guides, Electronic Data Processing, Job Skills, Senior High Schools, Simulation, Teaching Guides, *Teaching Techniques

The two syllabuses comprising this guide are designed to provide relevant instruction in competencies required by entry-level workers in bookkeeping and accounting. The introductory section covers such features as the objectives of bookkeeping and accounting courses; career opportunities; general objectives; and the design of the syllabuses in relation to modularization, an awareness of bookkeeping/accounting systems, systems and flowcharting, automatic data processing, terminology, flexibility, time allocation and variation in emphasis, cooperative work experience, and order of presentation. Following the introduction, the syllabuses for Bookkeeping and Accounting 1 and 2 are presented. The syllabus for level 1 includes four modules covering the following topics: bookkeeping/accounting cycle for a service business and for a merchandising business (modules 1 and 2), multi-bookkeeper system–payroll clerk, office cashier, accounts receivable clerk, accounts payable clerk–(module 3), and simulation of a bookkeeping-/accounting system for a merchandising business (module 4). The seven modules in the level 2 syllabus cover review of basic bookkeeping/accounting principles and procedures; notes and special merchandising procedures; completing the bookkeeping cycle; data processing and payroll application; business ownership and management; internal control; and simulation, review, and career information. Each of the modules includes introductory information, student performance objectives, and specific content areas with corresponding teaching suggestions, presented in a two-column format. The appendixes include an overview of computer data processing and a description of steps in the computerized accounts payable application flowchart. (SH)

ED 150 422 CE 014 876

Frank, Edward And Others

Wholesale Distribution Module. An Advanced-Level Option for Distribution and Marketing.

New York State Education Dept., Albany. Bureau of Occupational Education Curriculum Development.

Pub Date—77

Note—69p.; For related documents see CE 014 874 and ED 135 945. Several photographs (of various work sites) will not reproduce well

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Behavioral Objectives, Curriculum Guides, *Distributive Education, Job Skills, *Learning Activities, Sales Workers, Senior High Schools, Teaching Guides, *Wholesaling

Designed to assist in the preparation of high school students for entry-level positions in wholesale distribution, this module focuses on the following eight subject areas: orientation to wholesaling, careers, wholesale buying, receiving and materials handling, warehousing, wholesale selling, assembling and shipping, and finance and credit. Each subject area is presented in a separate section which includes performance objectives and corresponding content, and suggested activities. A bibliography of related resources, a case problem in human relations in wholesaling, a form for rating human relations skills, and a sales representative rating sheet are appended. (SH)

ED 150 423 CE 014 880

Agenda for Action. Private Sector Initiatives for Youth Career Development. A Report of the Secretary's Conference on Youth Career Development (Washington, D.C., October 7, 1976).

Department of Commerce, Washington, D.C.

Pub Date—7 Oct 76

Note—39p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Business Responsibility, *Career Education, Community Involvement, Community Programs, Community Role, Conference Reports, Cooperative Education, Cooperative Programs, Demonstration Programs, Federal Government, Government Role, Program Descriptions, School Industry Relationship, *Vocational Development, Work Experience Programs, Youth, *Youth Programs

Identifiers—Department of Commerce, United States

The conference reported here was held for national leaders from industry, labor, education, and youth-serving organizations to (1) provide a forum for the presentation of a sampling of illustrative programs displaying initiative being taken in the private sector to enhance youth career development, and (2) obtain the counsel of participants on how the Department of Commerce can help facilitate and promote similar efforts throughout the private sector. Following a brief introduction and a discussion regarding the issues of work-education collaboration, this booklet's content is presented in five sections. The first section covers the conference proceedings and includes a summary of the presentations pertaining to each of ten programs illustrative of a range of private sector approaches to youth career development. The remaining four brief sections present (1) a brief conference statement as to why the Department of Commerce has a role to play in youth career development, (2) a synopsis of the discussion that took place during the conference, (3) conference summary and conclusions, and (4) an agenda for action for the private sector to help the whole community be a learning resource. The opening remarks, the remarks by the Secretary of Commerce, the luncheon address, descriptions of the ten illustrative programs, and a list of the participants are appended. (EM)

ED 150 425 CE 014 887

U.S. Working Women: A Databook. Bulletin 1977.

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date—77

Note—120p.; Not available in paper copy due to colored charts and type size

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Age Groups, *Educational Experience, *Employment Experience, Employment Problems, Employment Statistics, *Employment Trends, Ethnic Groups, Family Status, Females, Income, Individual Characteristics, Males, Marital Status, Racial Characteristics, *Socioeconomic Status, Spanish Speaking, Tables (Data), Unemployment, *Working Women

Identifiers—United States

Information on the characteristics of working women in the United States and changing trends over the past quarter century are presented in this databook. (The primary source of the data is the Current Population Survey which is conducted monthly for the Bureau of Labor Statistics by the Bureau of the Census.) Part 1 of the databook provides information on the labor force participation, employment, and unemployment of women between 1950 and 1976. It also presents data on the strength of women's attachment to the labor force as indicated by the number of weeks spent working or looking for work during the year. Part 2 focuses on working women's marital and family status, and part 3 reviews changes in women's education, income, and earnings. Part 4 analyzes data by race and Spanish origin. (Collection of data by Spanish origin was begun in 1973.) Part 5 contains additional information on the job tenure of working women and moonlighting, and part 6 concludes with a glimpse of future worklife expectancy and labor force participation rates. All data, unless otherwise indicated, refer to the civilian noninstitutional population sixteen years of age and over. (TA)

ED 150 426 CE 014 912

Druian, Greg

Citizen Participation Handbook: Four Case Studies. Community Education Advisory Council Report No. 6.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—POO760514

Note—78p.; Several pages may not reproduce well due to small type

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01796-2)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Administrator Guides, Adoption (Ideas), Case Studies (Education), *Change Strategies, *Citizen Participation, Citizens Councils, *Community Education, *Community Involvement, Educational Policy, Educational Strategies, Guides, Metropolitan Areas, Models, Needs Assessment, Problem Solving, Program Administration, Program Coordination, Program Descriptions, *Program Development, *Program Effectiveness, Program Guides, Rural Areas, School Community Relationship, School Districts, Skill Development, Suburbs, Surveys

Identifiers—Michigan, Minnesota, Utah, West Virginia

Four case studies presented in this handbook demonstrate specific techniques which can be used to build citizen participation in a community education program. Based on criteria of adaptability, evidence of effectiveness, and significance, one project for each of the following four classifications of ninety-two relevant projects was selected for inclusion in the handbook: rural–San Juan County, Utah; "rurban" (9,000-100,000 population)–Kanawha County, West Virginia; suburban–Hazel Park, Michigan; and urban–Minneapolis, Minnesota. Each project is described in terms of contact persons, case study (description of the project), evidence of effectiveness, replicability, costs, and sources of further information. General characteristics of successful innovations and specific issues related to implementing projects described in the handbook are discussed in the introduction. A guide to locating specific techniques discussed in the handbook is also included: administrative role description, characteristics of change, council performance survey, council workbook, guidelines for community school councils, home visitations, interview guide, involving agency representatives, involving staff, needs assessment (community survey), process facilitator/process facilitation, representative councils, site visitation, and student-conducted surveys. (TA)

ED 150 427 CE 014 916

Watson, Thomas W. Zumbro, Patrick A.

Job Enrichment: Evaluation with Implications for Air Force Job Redesign. Interim Report, 1 January 1975-30 April 1977.

Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-77-56

Pub Date—Oct 77

Note—75p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Annotated Bibliographies, Behavior Theories, *Job Development, *Job Enrichment, Job Satisfaction, Literature Reviews, Management Systems, Motivation, Objectives, *Organizational Change, Organizational Climate, *Organizational Development, Organizational Effectiveness, *Organizational Theories, Productivity, Reinforcement, Social Science Research
Identifiers—*Air Force, United States

The main text of this report consists of a review and evaluation of job enrichment as an approach to job redesign, with implications for Air Force research and application. In addition, two appendixes are included: the first, a supplemental historical discussion; the second, a ninety-six-item annotated bibliography. Specific objectives are to provide (1) a general review and evaluation of job enrichment and its related motivational concepts, (2) an assessment of the utility of job enrichment to the Air Force in terms of implications for job-redesign research and application, and (3) a comprehensive annotated bibliography of job-enrichment and related literature. The report is intended to be useful to anyone, within or outside the Air Force, who is interested in evaluating job enrichment as an organizational change technique. Job enrichment is discussed within the historical framework of changing managerial assumptions about the worker and work motivation and within the motivational framework of Maslow, McGregor, and Herzberg. The technique of job enrichment is reviewed, evaluated, and compared with other job-redesign interventions. Its limitations are discussed with special emphasis on individual and cultural differences, and a more eclectic approach to job redesign is advocated. Recent advances in job-redesign theory and research, by Hackman, Oldham, and Umstot are presented and implications for Air Force research and applied programs are discussed. (Author)

ED 150 428 CE 014 917
Hogan, Joyce C.
Trainability of Abilities: A Review of Nonspecific Transfer Issues Relevant to Ability Training. Technical Report.
Advanced Research Resources Organization, Bethesda, Md.
Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Report No.—ARRO-3010-TR1
Pub Date—Jan 78
Contract—N00014-77-C-0268
Note—51p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Ability, Behavioral Science Research, *Educational Research, Learning, Literature Reviews, Research Reviews (Publications), Simulation, Skill Development, *Training, *Transfer of Training, Vocational Education

Previous research on nonspecific transfer of training is reviewed in terms of its implications for ability training. Specific focus is on the question of improving general abilities through training on related but nonidentical tasks. Studies selected include experimental, laboratory studies as well as research carried out in a number of applied settings (e.g., training simulator evaluation, educational intervention programs, and vocational skill development). Discussion of the findings is organized under the following categories: early experimental research on nonspecific transfer; two special categories of nonspecific transfer–warm-up and learning to learn; issues in positive nonspecific transfer; and implications for ability training from applied research. A concluding section indicates that although little empirical information exists, some selected areas of nonspecific transfer support the idea that ability training is feasible. Strategies for transfer mediation are discussed and implications for nonspecific ability training are considered. (Author/JT)

ED 150 430 CE 014 933
Steiger, JoAnn M.
Problems in Assessing the Impact of Education Division Programs on Girls and Women.
National Advisory Council on Women's Educational Programs, Washington, D.C.
Pub Date—Oct 77
Note—21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Administrative Agencies, Agency Role, Data Collection, Decision Making, *Educational Programs, *Federal Programs, Females, *Information Needs, Information Sources, Minority Groups, *Program Evaluation, Research Methodology, *Research Problems, *Sex Discrimination, Sex Stereotypes
Identifiers—United States

Severe methodological problems were encountered in an attempt to investigate the impact of Education Division programs on girls and women–and, in particular, to learn whether these programs have a differential impact by sex or by race/ethnicity. (The "Education Division" comprises the Office of Education, the National Institute of Education, the Fund for the Improvement of Postsecondary Education, the National Center for Education Statistics, and the Office of the Assistant Secretary.) The division remains in June 1977 unable to report fully and accurately what types of data are available by sex or by-sex-by-race/ethnicity. Gathering and reporting more kinds of data disaggregated by sex and by-sex-by-race/ethnicity is only the first step. Effective procedures also do not exist within the division for (1) analyzing the data and reporting them in a way that is meaningful to decision makers, (2) bringing the data to the attention of the appropriate decision makers, and (3) acting upon the data. Funding shortages and cutbacks have affected much related high-priority research. (In response to the problems identified, specific recommendations are addressed to specific groups within the Education Division for the generation and utilization of information necessary to the improvement of equity for women.) (JT)

ED 150 431 CE 014 982
National Apprenticeship and Training Standards for Truck Mechanics.
Employment and Training Administration (DOL), Washington, D.C.
Pub Date—77
Note—54p.; Contains occasional small type
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Apprenticeships, Auto Mechanics, Committees, Curriculum, *Diesel Engines, Federal Legislation, *Labor Standards, Program Administration, Skilled Occupations, *Standards, Trade and Industrial Education
Identifiers—*Trucks

The minimum requirements and basic procedures for establishing local apprenticeship programs in truck mechanics are presented in the guide. Guidelines cover the areas of qualifications for application, definitions, selection, terms of apprenticeship, apprenticeship agreement, supervision, probationary period, hours of work, salaries, related instruction, examinations, work experience, and management and relations. Separate sections also discuss (1) supervision of the program, focusing on the composition and duties of the National Joint Apprenticeship Committee and a local joint apprenticeship committee, and (2) federal laws and regulations affecting the employment of apprentices. Appendix A, covering a major portion of the guide, is a schedule of work processes and recommended related instruction. Also appended are an applicant rating form, information on interviewing and apprentice recordkeeping, three types of report forms, and lists of regional offices of the Bureau of Apprenticeship and Training and state and territorial apprenticeship agencies. (SH)

ED 150 432 CE 014 988
Forty-Six Pioneers: Louisiana Women in Non-Traditional Jobs.
Louisiana State Dept. of Health and Human Resources, Baton Rouge. Bureau for Women.
Spons Agency—Department of Labor, Washington, D.C.
Pub Date—Nov 77
Note—53p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Adjustment Problems, Administrator Attitudes, Attitudes, *Blue Collar Occupations, Demography, Educational Background, *Employer Attitudes, Employment Services, *Females, Individual Characteristics, Industry, Job Placement, Program Descriptions, Research, *Skilled Occupations, *Vocational Adjustment, Vocational Followup, Wages, *Work Attitudes, Work Experience
Identifiers—Louisiana, *Nontraditional Occupations

This report concerns forty-six Jobs Unlimited placements of women in Louisiana into nontraditional jobs (mostly blue-collar or skilled craft fields) between April 1976 and January 1977. (Jobs Unlimited was a project which informed the public, especially women, of opportunities available in nontraditional employment.) The report researches the demographic background, employment history, and social characteristics of the women placed, explores client adjustment and progress in the new job, and examines the attitudes of personnel administrators toward women in nontraditional jobs, and those of women toward their nontraditional work. Some of the major conclusions presented follow: (1) For most of the forty-six women placed, the greatest strides came in the areas of wages and chances for advancement, (2) the job retention rate of 85% with an average eight months of service indicated that, with proper counseling and screening of prospective employees, excessive turnover rates for women workers can be avoided, (3) the experience of nontraditional employment has been a positive one for the majority of women involved, (4) as a whole, company administrators failed to notice any significant effects from the employment of women, and (5) neither foremen nor administrators perceived any considerable advantages in the hiring of women, although overall reactions were generally positive. (Recommendations concerning the hiring of women in nontraditional jobs are included in this report. Twelve biographical sketches of women who served as subjects are appended to reflect the diversity of the women and their experiences in their new employment.) (SH)

ED 150 434 CE 014 996
Dieffenderfer, Richard A. And Others
Business-Industry-Labor Linkages: A Handbook for Improving Personnel Development Programs. Handbook Section 1. Staff Development: Creating a Staff Development Plan for Business, Industry, Labor Involvement.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Pub Date—Jun 77
Contract—OH-V-N-J
Note—43p.; Figures 1.1 through 1.3 may not reproduce well. For related documents see CE 014 996-CE 015 003
Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (SN 16-1, $3.25; set, SN 16, $25.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Administrator Guides, Business, Guidelines, *Inservice Teacher Education, Labor Unions, Professional Continuing Education, Program Design, *Program Development, *School Industry Relationship, Staff Improvement,

*Teacher Educator Education, *Vocational Education

One of eight sections of a handbook for use by vocational teacher educators in improving vocational teacher education linkage with business, industry, and labor, this first section focuses on use of staff development programs as a means to increasing faculty interaction with the private sector. Although the guidelines are intended for use by faculty members of vocational teacher education departments, the materials are considered easily adaptable for use by vocational educators at the postsecondary and secondary levels. An introduction outlines the whole handbook and lists behavioral objectives for this section. Basic activities common to most staff development programs are described as a model staff development approach. Then suggested alternative forms and procedures are presented to aid departments in developing plans that are uniqwe to their own situation. Possible study topics for courses or workshops are listed (e.g., business, industry, and labor training techniques and approaches; business, industry, and labor linkages within other university departments). A chapter on administrative details deals with the investigating and establishing of policies and procedures and contains a checklist of planning steps. (JT)

ED 150 435 CE 014 997

Dieffenderfer, Richard A. And Others

Business-Industry-Labor Linkages: A Handbook for Improving Personnel Development Programs. Handbook Section 2. Advisory Committees: Utilizing Business, Industry, Labor Advisory Committees.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—Jun 77

Contract—OH-V-N-J

Note—49p.; Figures 2.1 through 2.9 may not reproduce well. For related documents see CE 014 996-CE 015 003

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (SN 16-2, $4.50; set, SN 16, $25.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrator Guides, *Advisory Committees, Business, Colleges, Departments, Guidelines, Labor Unions, *Organization, Post Secondary Education, Professional Continuing Education, *School Industry Relationship, *Teacher Education, *Vocational Education

One of eight sections of a handbook for use by vocational teacher educators in improving vocational teacher education linkage with business, industry, and labor, this second section is designed to promote the use of advisory committees to foster such linkages between teacher education departments and the private sector. Although the guidelines are intended for use by faculty members of vocational teacher education departments, the materials are considered easily adaptable for use by vocational educators at the postsecondary and secondary levels. An introduction outlines the whole handbook and lists behavioral objectives for this section. Basic activities common to planning and utilizing advisory committees are described as a model approach. Suggested alternative forms and procedures are presented to aid departments in developing plans that are unique to their own situation. A chapter on administrative details deals with the investigation and establishment of policies and procedures and contains a checklist of planning steps. Worksheets are provided to focus attention on gathering information, organizing details, and defining department objectives that are critical to involving business, industry, and labor representatives on advisory committees. (JT)

ED 150 436 CE 014 998

Dieffenderfer, Richard A. And Others

Business-Industry-Labor Linkages: A Handbook for Improving Personnel Development Programs. Handbook Section 3. Cooperative Internships: Establishing Cooperative Internship Programs Involving Business, Industry, and Labor.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—Jun 77

Contract—OH-V-N-J

Note—68p.; Figures 3.1 through 3.15 may not reproduce well. For related documents see CE 014 996-CE 015 003

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (SN 16-3, $4.50; set, SN 16, $25.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Administrator Guides, Business, Colleges, Departments, Guidelines, *Internship Programs, Labor Unions, Post Secondary Education, *Program Development, Program Planning, *School Industry Relationship, *Teacher Education, *Vocational Education

One of eight sections of a handbook for use by vocational teacher educators in improving vocational teacher education linkage with business, industry, and labor, this third section is designed to promote the use of the cooperative internship approach to utilizing resources of the private sector. (Cooperative internships, as defined here, encompass the period of time spent in business, industry, or other agencies for the purpose of providing the intern with supervised occupational or professional experiences, with or without a salary.) Although the guidelines are intended for use by faculty members of vocational teacher education departments, the materials are considered easily adaptable for use by vocational educators at the postsecondary and secondary levels. An introduction outlines the whole handbook and lists behavioral objectives for this section. Basic activities common to most cooperative internships are described as a model approach. Then suggested alternative forms and procedures are presented to aid departments in developing plans that are unique to their own situation. A chapter on administrative details deals with the investigating and establishing of policies and procedures and contains a checklist of planning steps. (JT)

ED 150 437 CE 014 999

Dieffenderfer, Richard A. And Others

Business-Industry-Labor Linkages: A Handbook for Improving Personnel Development Programs. Handbook Section 4. Personnel Exchange Programs: Establishing Personnel Exchange Programs Involving Business, Industry, Labor.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—Jun 77

Contract—OH-V-N-J

Note—61p.; Figures 4.1 through 4.13 may not reproduce well. For related documents see CE 014 996-CE 015 003

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (SN 16-4, $3.80; set, SN 16, $25.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Administrator Guides, Business, College Faculty, Colleges, Departments, *Exchange Programs, Guidelines, Industry, *Inservice Teacher Education, Labor Unions, Post Secondary Education, Professional Continuing Education, *Program Development, *School Industry Relationship, Staff Improvement, *Teacher Educator Education, *Vocational Education

One of eight sections of a handbook for use by vocational teacher educators in improving vocational teacher education linkage with business, industry, and labor, this fourth section focuses on the use of industry education exchange programs for department, faculty, and staff. The exchange program is seen as part of a teacher education department staff development plan for increased involvement with the private sector. Although the guidelines are intended for use by faculty members of vocational teacher education departments, the materials are considered easily adaptable for use by vocational educators at postsecondary and secondary levels. An introduction outlines the whole handbook and lists behavioral objectives for this section. Basic activities common to most personnel exchange programs are described as a model staff development approach. Suggested alternative forms and procedures are then presented to aid departments in developing plans that are unique to their own situation. A chapter on administrative details deals with the investigation and establishment of policies and procedures and contains a checklist of planning steps. (JT)

ED 150 438 CE 015 000

Dieffenderfer, Richard A. And Others

Business-Industry-Labor Linkages: A Handbook for Improving Personnel Development Programs. Handbook Section 5. Workshops: Involving Business, Industry, and Labor through Workshop Programs.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—Jun 77

Contract—OH-V-N-J

Note—76p.; Figures 5.1 through 5.17 may not reproduce well. For related documents see CE 014 996-CE 015 003

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (SN 16-5, $5.10; set, SN 16, $25.00)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Administrator Guides, Business, College Faculty, Colleges, Conferences, Departments, Guidelines, Industry, Inservice Teacher Education, Labor Unions, Post Secondary Education, Professional Continuing Education, *Program Development, Program Planning, *School Industry Relationship, Staff Improvement, *Teacher Education, *Teacher Workshops, *Vocational Education

One of eight sections of a handbook for use by vocational teacher educators in improving vocational teacher education linkage with business, industry, and labor, this fifth section is designed to promote vocational teacher education department linkages with the private sector through the use of workshops. (Workshops is defined broadly to include such activities as seminars, conferences, and institutes.) Focus is on the organization and management of workshops as an effective method for professional development. An introduction outlines the whole handbook and lists behavioral objectives for this section. Basic activities common to most workshop planning are described as a model approach. Suggested alternative forms and procedures are then presented to aid departments in developing plans that are unique to their own situation. A chapter on administrative details deals with the investigation and establishment of policies and procedures and contains a checklist of planning steps. (This handbook and related ones are considered easily adaptable for use by vocational educators at postsecondary and secondary levels.) (JT)

ED 150 439 CE 015 001

Dieffenderfer, Richard A. And Others

Business-Industry-Labor Linkages: A Handbook for Improving Personnel Development Programs. Handbook Section 6. Site Visits: Conducting Business, Industry, and Labor Site Visits.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—Jun 77

Contract—OH-V-N-J

Note—42p.; Figures 6.1 through 6.8 may not reproduce well. For related documents see CE 014 996-CE 015 003

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (SN 16-6, $3.25; set, SN 16, $25.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrator Guides, Business, College Faculty, Colleges, Departments, Guidelines, Industry, *Instructional Trips, Labor Unions, Post Secondary Education, *Program Development, Program Planning, *School Industry Relationship, Staff Improvement, *Teacher Education, *Vocational Education

One of eight sections of a handbook for use by vocational teacher educators in improving vocational teacher education linkage with business, industry, and labor, this sixth section deals with the use of site visit experiences for promoting vocational teacher education department linkages with the private sector. (Site visits, as defined here, encompass all organized trips/tours to business, industry, and labor or other institutional sites. They can involve students, inservice teachers, and faculty and have as their main goal the achievement of educational objectives.) Although the guidelines for planning and implementing site visits are intended for use by faculty members of vocational teacher education departments, the materials are considered easily adaptable for use by vocational educators at postsecondary and secondary levels. An introduction outlines the whole handbook and lists behavioral objectives for this section. Basic activities common to most site visit planning are described as a model approach. Suggested alternative forms and procedures are then presented to aid departments in developing plans that are unique to their own situation. A chapter on administrative details deals with the investigation and establishment of policies and procedures and contains a checklist of planning steps. (JT)

ED 150 440 CE 015 002

Dieffenderfer, Richard A. And Others

Business-Industry-Labor Linkages: A Handbook for Improving Personnel Development Programs. Handbook Section 7. Resource Persons: Involving Resource Persons from Business, Industry, and Labor.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—Jun 77

Contract—OH-V-N-J

Note—44p.; Figures 7.1 through 7.8 may not reproduce well. For related documents see CE 014 996-CE 015 003

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (SN 16-7, $3.25; set, SN 16, $25.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrator Guides, Business, Colleges, *Consultants, Departments, Guidelines, Industry, Labor Unions, Post Secondary Education, *Program Development, *Resource Teachers, *School Industry Relationship, Staff Improvement, *Teacher Education, *Vocational Education

One of eight sections of a handbook for use by vocational teacher educators in improving vocational teacher education linkage with business, industry, and labor, this seventh section focuses on the various ways private sector resource persons may be effectively selected and utilized by vocational teacher education institutions. (Resource persons, as defined here, encompass persons from any geographical area who may have specific aptitudes, knowledge, or skills available to groups.) Although the guidelines for utilizing resource persons are intended for use by faculty members of vocational teacher education departments, the materials are considered easily adaptable for use by vocational educators at postsecondary and secondary levels. An introduction outlines the whole handbook and lists behavioral objectives for this section. Basic activities common to most planning for the use of resource persons are described as a model approach. Suggested alternative forms and procedures are then presented to aid departments in developing plans that are unique to their own situation. A chapter on administrative details deals with the investigation and establishment of policies and procedures and contains a checklist of planning steps. (JT)

ED 150 441 CE 015 003

Dieffenderfer, Richard A. And Others

Business-Industry-Labor Linkages: A Handbook for Improving Personnel Development Programs. Handbook Section 8. Program Support: Securing Program Support for Business, Industry, and Labor Involvement.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—Jun 77

Contract—OH-V-N-J

Note—58p.; Figures 8.1 through 8.8 may not reproduce well. For related documents see CE 014 996-CE 015 003

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (SN 16-8, $3.80; set, SN 16, $25.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Administrator Guides, Business, Colleges, Departments, *Financial Support, Guidelines, Industry, Labor Unions, Post Secondary Education, *Program Administration, *School Community Cooperation, *School Industry Relationship, *Teacher Education, *Vocational Education

One of eight sections of a handbook for use by vocational teacher educators in improving vocational teacher education linkage with business, industry, and labor, this eighth section focuses on the program support approach to utilizing the private sector. (Program support, as defined here, encompasses monetary assistances, donation of time and services, and donation of teaching aids, materials, and equipment.) An introduction outlines the whole handbook and lists behavioral objectives for this section. Basic activities common to most program support approaches are described as a model approach. Suggested alternative forms and procedures are then presented to aid departments in developing plans that are unique to their own situation. A chapter on administrative details deals with the investigation and establishment of policies and procedures and contains a checklist of planning steps. Worksheets are provided to focus attention on gathering information, organizing details, and defining department objectives that are critical to involving business, industry, and labor in program support. (This handbook and the related ones are considered easily adaptable for use by vocational educators at postsecondary and secondary levels.) (JT)

ED 150 443 CE 015 007

Displaced Homemakers Act, 1977. Hearings before the Subcommittee on Employment, Poverty, and Migratory Labor of the Committee on Human Resources, United States Senate, Ninety-Fifth Congress, First Session on S. 418 to Provide for the Establishment of Multipurpose Service Centers for Displaced Homemakers, and for Other Purposes.

Congress of the U.S., Washington, D.C. Senate Committee on Human Resources.

Pub Date—Sep 77

Note—154p.; Several pages may not reproduce well due to faint and small type

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Change, Counseling Services, *Employment Problems, *Employment Programs, Employment Services, Federal Legislation, *Federal Programs, *Housewives, Job Development, Job Placement, *Job Training, Unemployed, Unemployment

Identifiers—*Displaced Homemakers Act, United States

These hearings on Senate bill 418 (Displaced Homemakers Act, 1977) explore the problems or barriers confronting women (primarily middle-aged) who are seeking to reenter the labor force or enter it for the first time and ways that existing or new Federal programs can more adequately serve the needs of these women. The first of several witnesses whose testimony is included were Marian Thompson, associate professor and specialist in women's education, University of Wisconsin Extension; Mary King, Deputy Director, Action; Richard Batterton, Secretary, Maryland Department of Human Resources; and Susan Catania, Representative, Illinois State House of Representatives. Numerous letters, prepared statements, and supplementary materials relating to the proposed legislation are included. (EM)

ED 150 445 CE 015 012

Hospitality Occupations. Curriculum Guide.

California State Dept. of Education, Sacramento. Bureau of Homemaking Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Note—79p.

Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($3.00 plus 6% sales tax for California residents)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Food Service, *Food Service Occupations, Home Economics, *Hotels, *Job Skills, Job Training, Maids, Occupational Home Economics, Post Secondary Education, Resource Guides, *Resource Materials, Secondary Education, State Curriculum Guides, Teaching Guides, Teaching Methods, *Teaching Techniques, Tourism, Vocational Education

This curriculum guide on the hospitality occupations was developed to help secondary and postsecondary home economics teachers prepare individuals for entry-level jobs in the hospitality industry. The content is in seven sections. The first section presents organizational charts of a medium-size hotel, food and beverage division, housekeeping and front desk, departments of rooms division, and the purchasing department of the business division. Section 2 covers the eight competencies needed by all hospitality industry employees regardless of the job, including for each competency one or all of the following: a general objective and correlated behavioral objectives, teaching techniques/methods, and resources. The next three sections cover competencies for twenty-four specific jobs within three divisions of the hospitality industry: food and beverage division (both preparation and service), rooms division (housekeeping and front desk), and business division (purchasing). For each of the jobs covered, one or all of the following is included: general objective and correlated behavioral objectives, teaching methods, and resources. Section 6 lists the instructional resources, such as books and pamphlets, films, and filmstrips. The last section is a hospitality industry vocabulary list. The appendix includes a simulated job interview, directions for a job application by letter, a sample job description, and sample worksheets. (EM)

ED 150 450 CE 015 048

Jezierski, Kathleen

Resources in Vocational Education. Volume 11, Number 1.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—78

Note—96p.

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Abstracts, *Annotated Bibliographies, *Career Education, Curriculum Development, Instructional Materials, *Research Projects, *Technical Education, *Vocational Education

This compilation of 209 document resumes provides educators with abstracts of research, curriculum, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to ED (ERIC document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication date, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains fifty-four resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1968, parts C, D, I, and J. Included for each are title, principal investigator, recipient institution, start/end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. (BL)

ED 150 452 CE 015 083

Fraleigh, Virginia A.

Work-Ed. A Guide to the Changing World of Work.

Hackettstown High School, N. J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[77]

Note—16p.; Photographs and parts of text may not reproduce clearly

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Career Education, *Career Exploration, *Communication Skills, Demonstration Projects, English Education, Grade 9, *Occupational Clusters, Program Descriptions, *Program Development, *Program Effectiveness, Program Validation, Secondary Education, Skill Development

A description of the project, its development process, evaluation results, and exportability are included in this overview of WORK-ED (World of Related Knowledge and Educational Development), a program to provide ninth grade students both basic skills in communication and exposure to twelve career clusters. Introductory sections describe the year-long guidance based, career education course of study which was introduced into the curriculum at Hackettstown High School (New Jersey) in 1974 and was validated in 1975 by the standards and guidelines of the U.S. Office of Education as successful, cost effective, exportable, and approved for dissemination. The developmental process is traced including discussion of rationale and selection of staff and students, and an outline of advisory council activity, program growth, curriculum, training, community involvement, administration, and evaluation. Notes on implementation describe the schedule for rotating groups of twenty to twenty-five students through four communications courses and eight career classes during the year. Following a summary of the evaluation results, which documented positive outcomes for students and staff, the program's exportability is reviewed in terms of adoption, cost, and adaptation. The dissemination plan outline contains a list of project materials (manuals and guides) and information on their availability. (JT)

ED 150 453 CE 015 121

Lambert, Roger H. Engels, Dennis W.

Guidelines for Establishment of Work Experience Programs in Wisconsin High Schools.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.

Pub Date—75

Note—21p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Admission Criteria, Cooperative Education, Educational Objectives, Guidelines, *Instructor Coordinators, Legal Responsibility, *Program Administration, *Program Development, Program Guides, Program Planning, School Industry Relationship, Student Rights, Teacher Role, Vocational Education, *Work Experience Programs

These guidelines for development of local programs of work experience are the result of a workshop which incorporated input from professionals in the areas of counseling, vocational education, social work, school psychology, administration, organized labor, and state labor regulations. Content briefly covers the following areas of work experience program development: purpose, definition, objectives, administration, advisory committee, local school work experience plan, work experience coordinator, certification, student ratio to work experience coordinator, extended contract for work experience coordinators, travel allowance, transportation of students, facilities, maximum enrollment, written work agreements, employer responsibility, legal responsibility and restrictions, involvement of organized labor, academic credit, state aids, categorical aids, student eligibility, selecting job sites, rights of the student, applications for work experience, duration of the program, hours worked, wages, student-employer conflicts, parents role, student log of experiences, career development component of work experience program, evaluation, follow-up, and relationship of work experience to vocational co-op education programs. (SH)

ED 150 454 CE 015 124

Kumar, Vasant

Handicapped Persons in Wisconsin's Vocational, Technical, and Adult Education Districts: Assessment of Educational Techniques and Identification of Barriers.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 77

Contract—G007604416

Note—97p.; For a related document see CE 014 522 ; Some parts of appendix may not reproduce clearly

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Access to Education, *Adjustment Problems, Administrator Attitudes, Adult Education, *Attitudes, Educational Assessment, *Educational Methods, Educational Needs, Educational Problems, Effective Teaching, Employment Problems, *Handicapped, Handicapped Students, Information Needs, School Districts, Surveys, Teacher Attitudes, Teaching Methods, Teaching Techniques, Technical Education, *Vocational Education

Identifiers—*Wisconsin

Findings relating to two of Project PEP's objectives are dealt with in this report: (1) to evaluate special needs projects in the areas of agriculture, business, home economics, trades and industry, health, distributive education, and prevocational programs at the sixteen vocational, technical, and adult education (VTAE) schools in Wisconsin to discover which techniques were successful in the instruction of the handicapped, and (2) to analyze and report on the barriers in Wisconsin VTAE schools which prevent the handicapped from enrolling in or completing vocational training programs. (Project PEP–Program Evaluation and Planning–involves evaluating current vocational programs and identifying handicapped students and their vocational needs for the period 1977-1982.) Following the introductory chapter, chapter 2 describes the project methodology, which involved a literature search, site visits to each of the sixteen VTAE districts, and administering the Techniques and Barriers Survey, compiled by the project and including four parts covering personal information, successful teaching techniques, barriers to enrollment in vocational programs, and barriers to completion of vocational programs. The interpretation of the data on personal information, successful teaching techniques, barriers to enrollment in vocational programs, and barriers to completion of vocational programs is presented in chapters 3 through 6 respectively. Chapter 7 contains a summary and a list of recommendations. Nineteen data tables supplement the text. (SH)

ED 151 501 CE 012 595

Richardson, Donald L. And Others

Effectiveness of an Alternative Delivery System for In-Service Vocational Teacher Education. Final Report.

Colorado State Board for Community Colleges and Occupational Education, Denver.Colorado State Univ., Ft. Collins. Dept. of Vocational Education-.University of Northern Colorado, Greeley.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 76

Contract—OEG-0-74-1650

Note—304p.; For a shorter version of this document, see ED 123 432; Print on colored background may be marginally legible

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors—Admission Criteria, *Behavioral Objectives, Check Lists, *Cooperative Education, *Educational Coordination, Individualized Programs, Inservice Teacher Education, Instructional Materials, *Learning Activities, *Learning Modules, Preservice Education, Program Coordination, Program Planning, Rating Scales, Resource Materials, School Community Programs, School Community Relationship, School Industry Relationship, Self Evaluation, State Curriculum Guides, Student Evaluation, Student Recruitment, Teacher Education, Teaching Guides, Vocational Education, Vocational Education Teachers, Work Experience Programs

Identifiers—Colorado

The project reported here was done to provide vocational teacher educators in Colorado with an off-campus delivery system for an introductory inservice or preservice course in cooperative educaion and coordinating techniques. Following a brief project summary, the remainder of this report is comprised of appendixes. The first four of five appendixes include project task force members, objectives, and topical content outline for the ten-session course curriculum, a videotaping schedule and guides for making ten videotapes to be used in conjunction with six modules, and several evaluation instruments. The fifth appendix, which accounts for about two-thirds of the total appendix material, contains eight field-tested modules; each module has an introduction, directions (including goal, behavioral objectives, procedures, resource materials, and references), one to two activities (with indicated goals, learning activities, and checklists for evaluative purposes) and an appendix of reading materials, references, relevant forms and/or terminology. The module titles are (1) Developing Program Policy, (2) Functions with School and Community Personnel, (3) Recruiting Students, (4) Selecting Students, (5) Locating and Selecting Training Stations, (6) Developing Training Stations, (7) Legal Considerations, and (8) Placing Students. (EM)

ED 151 502 CE 012 917

Powers, Thomas F., Ed. Swinton, John R., Ed.

Educating for Careers. Policy Issues in a Time of Change.

Pennsylvania State Univ., University Park.
Pub Date—77
Note—190p.
Available from—Penn State University Press, 215 Wagner Building, University Park, Pennsylvania 16802 ($12.50)
Document Not Available from EDRS.
Descriptors—Agency Role, *Career Education, Curriculum Design, Curriculum Development, Economic Change, Educational Alternatives, *Educational Change, Educational Philosophy, *Educational Policy, Educational Responsibility, Educational Strategies, Higher Education, *Policy Formation, Post Secondary Education, Relevance (Education), School Industry Relationship, Secondary Education, *Social Stratification, Socioeconomic Influences, Socioeconomic Status, *Vocational Education

Developed as an outgrowth of a symposium to explore general policy issues in education for work, this book contains abridgements of the contributors' original work. Discussion is organized around three perspectives: (1) the historical and philosophical perspective highlights the issue of agency and the roles that have been and are being played by school and industry in educating for careers; (2) a social perspective is used for viewing the economic utility of educating for careers and the effect on social stratification of escalating educational credentialism; (3) curriculum design provides a useful perspective from which to explore how the fullest and best education for both work and non-work roles may be delivered in both traditional and non-traditional ways. Major sections of the book are titled as follows: "Education and Work: Agencies and Their Responsibilities," "The Relationship of Education to Employment and Work," "Education for Work: Certification and the American Class Structure," "Education Beyond the Economic Model," "Occupational Curricula and 'Generalizable' Education," and "Occupational Education, Higher Education, and a Changing Society." (TA)

ED 151 503 CE 013 226

Helliwell, Carolyn B. And Others

Evaluation of Mesa Public Schools' Project: Demonstrating the Planning, Implementation, and Evaluation of Developmental Guidance, Counseling, and Placement Components in a Career Education System.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.Mesa Public Schools, Ariz.
Pub Date—Aug 74
Note—93p.; For related documents see CE 013 226, CE 015 545, CE 015 548-549, CE 015 551, CE 015 553, CE 015 557, CE 015 560, CE 015 562, CE 015 559, and CE 015 565-569 ; Some pages may reproduce marginally due to print quality
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Behavioral Objectives, *Career Education, Counseling Goals, Elementary Education, Guidance Counseling, Guidance Objectives, Guidance Programs, Junior High Schools, *Occupational Guidance, Parent Attitudes, Performance Based Education, *Program Attitudes, *Program Effectiveness, Program Evaluation, Senior High Schools, *Skill Development, Student Attitudes, *Student Improvement, Teacher Attitudes, Vocational Counseling, Vocational Education
Identifiers—Arizona (Mesa)

Phase 1 evaluation results of a demonstration project in career education are summarized in this report. (The program was designed to meet established goals and objectives through a series of guidance units administered to students in the classroom by teachers as part of the regular curriculum. General conclusions and recommendations are reported based on results of the formal field test of eleven guidance units and the attainment of ten staff product objectives. Conclusions presented include the following: (1) Nine of the ten staff product objectives were accomplished satisfactorily; (2) only one of the three elementary units was field tested during 1973-74; only in five of twenty-three objectives were there statistically significant differences between experimental and comparison students; (3) significant differences in the growth of experimental and control students were achieved on at least one of the objectives of each of the four units at the junior high school level; (4) no significant differences in the growth of experimental and control students were achieved on the objectives of three of the senior high school program's six units. Appendixes contain instruments used in the assessment of staff product objectives, results of the current status assessment, and items and results of attitude sections and help inventory sections of the survey tests for the junior high school program. (TA)

ED 151 504 CE 013 362

Boyan, Norman J. And Others

R & D Strategies for Staff Development for Career Education.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.
Pub Date—77
Note—90p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Career Education, Decision Making, Educational Alternatives, *Educational Needs, Inservice Education, *Personnel Needs, Policy Formation, Program Descriptions, *Program Development, Program Evaluation, Research Methodology, *Research Needs, *Staff Improvement, Staff Utilization

The papers presented in this collection examine the implications of a growing demand for qualified career education personnel including the need for staff training capabilities, particularly the possible requirements for supportive research and development (R & D) personnel. The papers are intended to provide information and perspective to those faced with decisions about R & D investments and to those affected by such decisions. Specifically, the questions addressed are whether or not R & D is needed to improve staff training for career education and, if so, what particular R & D strategies should be applied. The principal paper by Norman J. Boyan provides a review and interpretation of current activity and recommends a course of action regarding the investment of R & D resources. This is followed by seven reactions to the Boyan paper, viewed from various perspectives including the classroom, district administration, educational publishing, state departments, and higher education. Among these authors are both strong supporters and severe critics of career education as a major reform. The volume concludes with Boyan's rejoinder to the seven critiques. (TA)

ED 151 505 CE 014 158

Dierks, Caroll J.

Evaluation of an Automated Touch Typing System.

Pub Date—[77]
Note—8p.; Reproduction may be marginal due to small type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Academic Achievement, *Audiovisual Instruction, Autoinstructional Methods, *Autoinstructional Programs, Business Skills, Course Evaluation, Instructional Innovation, Junior High Schools, Methods Research, *Office Occupations Education, Programed Instruction, *Program Effectiveness, *Typewriting, Typists
Identifiers—Automated Touch Typing System

The Automated Instruction Touch Typing System, an individualized self-paced instructional method of teaching typewriting skills using the principles of response conditioning, was evaluated. The system is divided into four phases. Phase 1 presents keyboard instruction in four to six hours. These lessons are response conditioning sessions during which students react to visual and audio signals. Twelve color motion picture film cartridges, listening stations, headsets, and cassette tapes are used. Phase 2 provides instruction for increased finger dexterity, speed, and accuracy. The lessons include controlled copytyping, reinforcement, and word response exercises as well as individualized speed analysis exercises. Phase 3 places emphasis on the number keys whereas phase 4 covers the aspects of production typing in a modular self-paced instructional design. The system was tested by comparing the progress of eight seventh and eighth graders using it with a control group of equal size using a traditional method of instruction. After six weeks of instruction both the increase in gross words per minute and errors per minute were greater in the experimental group. However, teachers and students did identify some advantages of the automated system. It allows students to move at their own pace. In addition, most students responded positively to the privacy and noncompetitive learning situation. (BB)

ED 151 506 CE 014 187

Career Exploration Curriculum Guide. (Prototype).

Great Falls Public Schools, Mont.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—[77]
Contract—G08-76-00112
Note—87p.; Not available in hard copy because of marginal reproducibility of the original document. For related documents see CE 014 188 and ED 134 842-843
EDRS Price MF-$0.83 Plus Post[illegible]. HC Not Available from EDRS.
Descriptors—*Career Education, Ca[illegible] Exploration, Career Planning, Cooperative Programs, Course Content, Curriculum Guides, Educational Objectives, Instructional Materials, *Learning Activities, Lesson Plans, Resource Materials, Secondary Education, *Skill Development, *Vocational Development, *Work Experience Programs
Identifiers—*Experience Based Career Education, Montana (Great Falls)

Materials contained in this curriculum guide include daily lesson plan outlines for an eighteen-week Experience Based Career Education (EBCE) class. Learning experiences are suggested to meet the following major objectives of the class: (1) Develop students' understanding of the role of work in society and the multiple aspects of their career choice; (2) assist students in applying knowledge about themselves, the world of work, and education and training opportunities as they develop personal career goals; (3) increase the students' understanding of their own interests, abilities, values, and aptitudes; (4) improve students' interpersonal communication skills and other job keeping skills; (5) develop students' ability to evaluate the personal and financial cost of training and education to reach their career goals; (6) assist students in developing an educational plan related to their career choices; (7) teach students how to locate and apply for a job; (8) improve or develop students' decision making skills; and (9) expand students' knowledge of existing jobs and the trends and outlook in the job market. Filmstrips and on-site career explorations are included in the lesson plans. (TA)

ED 151 507 CE 014 188

An Exemplary Career Education Program in the Great Falls Public Schools (K-14). First Interim Report.

Great Falls Public Schools, Mont.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date—30 Nov 77

Contract—G08-76-00112

Note—191p.; Not available in hard copy due to marginal reproducibility of the original document. Appendix B (newspaper clippings) may not reproduce. For related documents see CE 014 187 and ED 134 842-843

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Business, *Career Education, Career Exploration, Cooperative Programs, Curriculum Development, *Educational Alternatives, Educational Strategies, Formative Evaluation, Fused Curriculum, Learning Experience, Program Attitudes, Program Descriptions, *Program Effectiveness, Program Evaluation, *Program Improvement, School Community Cooperation, School Districts, Senior High Schools, Skill Development, Student Characteristics, Student Evaluation, *Student Improvement, *Vocational Development, *Work Experience Programs

Identifiers—*Experience Based Career Education, Montana (Great Falls)

Evaluation was made of the first year of a project to expand and improve existing career education program components in Great Falls (Montana) public schools using Experience Based Career Education (EBCE). Six major goals in developing procedures leading to full implementation of EBCE strategies addressed were data based implementation, improvement strategies, guidance and career decision making, placement and follow-up, basic skills, and management. Evaluation data were obtained from three standardized tests, several locally developed instruments, and numerous elements of record data. Major evaluation findings included the following: New offerings in vocational education and cooperative work experience were added to the curriculum; a Work Experience and Career Education Program (WECEP) was adapted and tested; decision criteria were established for adapting EBCE strategies for use within the district and successfully used in developing a new career exploration course; definitive baselines were established for assessing future project effects; and the project successfully explored several new areas for continued activity such as the Executive Internship and the Guidance Information System. (Appendixes contain program proposals, evaluation instruments, and materials.) (TA)

ED 151 509 CE 014 705

Harwood, R. Frank

In-Service Training Programs for Supervisory Personnel.

Mississippi Univ., University. School of Business Administration.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—15 Feb 78

Contract—OEG-00-76-03750

Note—77p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Adult Education Programs, Course Objectives, Educational Needs, Educational Objectives, *Industrial Training, Industry, Inplant Programs, Leadership Responsibility, *Leadership Training, Management Development, Management Education, National Surveys, *Program Effectiveness, Staff Improvement, Supervisors, *Supervisory Training, *Training Objectives

Identifiers—United States

A study was conducted to determine what is being done to develop leadership capabilities of first-line supervisors. Data was collected through interviews, examinations of company training literature, and primary resource materials at 125 manufacturing plants in fifty states which, in the aggregate, employ more than 155,000 production workers and have about 10,660 first-line operating supervisory personnel. The principal conclusions are the following: (1) The major broad and specific objectives for teaching leadership/management attitudes, skills, and techniques are being achieved in the programs examined; (2) some specific supportive leadership capabilities and functions (communicative skills, planning, organizing, and controlling) are being taught less successfully than overall objective priorities seem to warrant; (3) attitudes are receptive to the development of ongoing, escalating courses which are natural extensions of existing programs; (4) because planning, organizing, and controlling functions have much higher curricular objective priorities than apparent achievement strengths, some study of delivery systems for teaching these basic functions represents an educational and training opportunity; and (5) research associates who conducted field interviews have gained experiences to enrich their classes. (The appendix includes the interview questionnaire and lists of the research associates, plants, consultants, and resource materials.) (EM)

ED 151 515 CE 014 803

Publication Abstracts of the Oregon Interinstitutional Consortium for Career Education.

Interinstitutional Consortium for Career Education, Salem, Oreg.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.; Oregon State Dept. of Education, Salem.

Pub Date—Feb 78

Note—21p.; Some pages may not reproduce well due to faint print

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Abstracts, *Accreditation (Institutions), Administrator Education, *Career Education, Counselor Training, Higher Education, Professional Education, Program Descriptions, *Program Development, Publications, Reference Materials, School Publications, *Staff Improvement, *Teacher Certification, Teacher Education

Identifiers—Oregon

A composite group of publication abstracts of materials developed and written by the Interinstitutional Consortium for Career Education (ICCE) is contained in this document. (ICEE is intended to facilitate the on-going efforts of Oregon's colleges and universities in preparing educational personnel for the development and conduct of career education activities). The fifteen products abstracted in this document focus on three aspects of preparing educational personnel for expanded and extended roles in career education: staff development for college and university faculties; program development for teacher, counselor, and administrator preparation; and teacher certification and training program accreditation. Each product is identified in terms of its title, publication date, and descriptive notes (such as number of pages), and its contents are described. (TA)

ED 151 516 CE 014 833

Datta, Lois-ellin And Others

Career Education: What Proof Do We Have That It Works? Report of a Panel Session at the Commissioner's National Conference on Career Education (Houston, Texas, November 8, 1976). Monographs on Career Education.

Office of Education (DHEW), Washington, D.C.

Pub Date—77

Note—66p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Academic Achievement, Career Awareness, *Career Education, *Demonstration Projects, Educational Objectives, Educational Research, Elementary Secondary Education, *Evaluation Methods, Program Attitudes, Program Descriptions, *Program Effectiveness, Program Evaluation, *Program Validation, Skill Development

Papers summarizing evaluation efforts and results from four local education agency evaluation experts and one paper summarizing selected findings from U.S. Office of Career Education sponsored demonstration projects are presented in this monograph. The first paper describes two studies of the reading and mathematics achievement of fith grade Texas students; results show that career education can make a difference in the academic achievement of students. The second paper describes the Jefferson County (Kentucky) career education demonstration project on the base methods and techniques for use with low-income students; results show that the program had an overall positive impact on reading and mathematics achievement. Summarizing findings from a three-year study of a K-12 career education program in Dade County, Florida, the third paper reports gains in career awareness during the second and third years of program installation for all elementary schools involved. Results of studies reported in the fourth paper show that among the differences between students in grades 3-12 who had high exposure to career education and those with limited exposure, there was a greater understanding of specific skills and abilities required for careers. The fifth paper summarizes several evaluation studies (from Part D of the Vocational Education Amendments of 1968, Office of Career Education demonstration projects, and National Institute of Education research projects) providing evidence of achievement in six major goals of career education. (TA)

ED 151 517 CE 014 856

Jobs for the Hard-to-Employ. New Directions for a Public-Private Partnership. A Statement on National Policy by the Research and Policy Committee of the Committee for Economic Development.

Committee for Economic Development, New York, N.Y. Research and Policy Committee.

Pub Date—Jan 78

Note—110p.

Available from—Committee for Economic Development, 477 Madison Avenue, New York, New York 10022 ($3.00 paper, $4.50 hardbound)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Affirmative Action, Agency Role, Business, Change Strategies, Cooperative Programs, *Disadvantaged Groups, Employment Patterns, Employment Practices, Employment Services, Equal Opportunities (Jobs), Federal Government, Federal Programs, *Government

Role, *Job Development, Labor Force Nonparticipants, Manpower Development, Manpower Utilization, Motivation, Personnel Policy, *Policy Formation, Public Policy, Underemployed, *Unemployment

Identifiers—United States

This policy statement focuses on ways of overcoming unemployment and underemployment for groups (young, old, disadvantaged) that typically experience high or prolonged joblessness, and on increasing incentives for productive work. Recommendations resulting from the CED study focus on these areas: new and expanded use on a nationwide basis of private-sector programs that already work effectively and creation of a clearinghouse for disseminating information about successful and innovative programs; stronger organizational mechanisms to mobilize private sector involvement; increased incentives and reduced disincentives for private employment of the hard-to-employ; improved approaches to the problems of particular groups among the hard-to-employ; greater business use of alternatives to outright layoffs in recessions; and improved management and closer integration of government programs that facilitate the employment of the hard-to-employ, particularly the U.S. Employment Service and the Comprehensive Employment and Training Act (CETA). These recommendations are more fully discussed in chapters dealing with the following: dimensions and costs of unemployment, an integrated employment strategy, enlarging the private sector's role, expanding training and job opportunities for the hardest-to-employ, and more effective management of federally assisted employment and training programs. The appendix contains tables of labor force statistics. (TA)

ED 151 518 **CE 014 921**

Hahn, Ronald D.

A Search for Relevancy: The Classroom, the Office.

Pub Date—[Dec 77]

Note—25p.; Paper presented at the 42nd Annual and Third International Convention of the American Business Communication Association (Chicago, Illinois, December 28-30, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Administrative Personnel, *Administrator Characteristics, Business Administration, Business Communication, *Business Education, Business Subjects, *Curriculum Planning, Educational Needs, *Employment Qualifications, Employment Trends, Occupational Surveys, *Office Management, Office Occupations Education

Identifiers—Administrative Management Society

The chapter officers of the Administrative Management Society (AMS) were surveyed to identify the characteristics of individuals currently employed in office administration and their expressed needs for further growth and development in their work. The study focused on the following factors: characteristics of currently employed office administrators, characteristics for future employment as office administrators, differences between current and future office administrators, curriculum requirements for a degree program in office administration, the status of word processing centers, and recommended curriculum for a four-year degree in office administration. For characteristics of currently employed office administration personnel, the variables considered were age, sex, education, and office experience. For future employment in these positions, the variables considered were age, sex, required education, preferred education, and office work experience. The data revealed that there were significant differences between the personal characteristics of persons currently employed and the required characteristics for entering today's office at the administrative level. The need for college degrees in the area of office administration and the area of office communications (written and oral) were rated most important by AMS chapter members. (BM)

ED 151 519 **CE 014 927**

Kapel, David E.

Career Education Training and the Role Perceptions of Cooperating Teachers toward the Field Experience.

Pub Date—Mar 78

Note—49p.; Paper presented at the Eastern Educational Research Association Meeting (Williamsburg, Virginia, March 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Education, College Supervisors, *Cooperating Teachers, *Decision Making, Educational Research, Field Experience Programs, Higher Education, *Preservice Education, Program Administration, *Role Perception, Student Teaching, Surveys, *Teacher Attitudes, Teacher Educators, Teacher Participation, Teacher Role

A study was conducted to determine the role level of cooperating teachers in decision making in teacher education field experiences and their attitudes about the role they wish to play. Information was gathered using an opinionnaire mailed to 175 cooperating teachers in elementary, secondary, and K-12 education levels involved in the 1976-77 University of Nebraska (Omaha) student teaching semester. In addition, university faculty involved in field experiences were surveyed in terms of their perceptions of the cooperating teachers' role. Findings were analyzed and compared to the 1975 Bush study conducted in an East Coast urban area. It was found that there was a difference in perception of the present and the desired level of role involvement, but the difference was not great. As in the Busy study, findings indicated that cooperating teachers did not desire a dramatic increase in involvement; and in terms of the two distinct geographic locations, no dramatic differences or increases in role perceptions were identified. It appears that college supervisors do not see as great a need to increase the level of decision making involvement of cooperating teachers as do the teachers themselves. If career education experiences are to be maximized for future teachers, then there is a need to change cooperating teachers' attitudes toward the field experience as it is presently structured. Emphasis should be placed on the cooperating teachers seeing themselves in relationship to content, subject matter, techniques, and methodology rather than as providers of a "place" to have the field experience. (TA)

ED 151 520 **CE 014 928**

Kindred, Lucina L.

More Than Magic. Community Resources for Career Education. A Practical Guidebook.

Pub Date—77

Note—50p.; Parts may reproduce poorly due to colored background

Available from—Industry-Education Council of California, 1575 Old Bayshore Highway, Burlingame, California 94010 ($3.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Education, *Community Coordinators, *Community Involvement, *Community Resources, Community Role, Community Services, *Program Coordination, Program Descriptions, Program Development, Resource Guides, Resource Materials, *School Community Relationship, School Industry Relationship

Identification, coordination, and development of community resources for career education projects are discussed in this guidebook. Topics discussed include the following: (1) the role of the community resource coordinator; (2) community resources (available people, materials, and services that are useful and valuable for educational purposes); (3) approaches for initiating contact with various sectors of the community such as labor organizations, family members, school personnel, community groups, business and industry, and development personnel; (4) how to use community resources, including suggestions in the areas of preliminary steps, program definition, telephone, interviews, letters, maintaining support, personal contact, consolidation, coordination, transmitting information, and advisory committees; and (5) a brief listing of suggestions for the community coordinator, and four additional resources. (TA)

ED 151 521 **CE 014 930**

McClay, David R.

Identifying and Validating Essential Competencies Needed for Entry and Advancement in Major Agriculture and Agribusiness Occupations. Final Report.

Instructional Consulting and Research Associates, Inc., State College, Pa.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—16 May 78

Contract—300-76-0096

Note—593p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-$1.16 HC-$31.47 Plus Postage.

Descriptors—*Agribusiness, Agricultural Engineering, *Agricultural Occupations, Agricultural Production, *Agricultural Skills, Agricultural Supplies, Agriculture, Employment Qualifications, Forestry, Horticulture, Job Analysis, *Job Skills, Managerial Occupations, National Surveys, Natural Resources, Occupational Clusters, *Occupational Information, Occupational Surveys, Performance Criteria, Performance Specifications, Skilled Occupations, Task Analysis, Task Performance, Technical Occupations

Identifiers—United States

The nationwide study reported here was designed to (1) identify the essential agricultural competencies needed for entry employment and advancement in the major agriculture and agribusiness occupations and (2) validate the importance of identified competencies for each occupation. Following a brief project summary, the remainder of the report is comprised of the appendix in which the major 59 production agriculture and 139 agribusiness occupations surveyed in the study are listed by instructional area. Each occupation includes a job description, job competencies (each with subcompetencies), a weighted mean rating each competency on the degree of its importance, a brief description of the surveyed population, and the agency conducting the survey. The occupations are categorized according to the following seven instructional areas: production agriculture, agricultural supplies and services, agricultural mechanics, agricultural products, horticulture, renewable natural resources, and forestry. (BM)

ED 151 523 **CE 014 964**

Oversight Hearing on Youth Employment and Demonstrations Projects Act. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, First Session (Washington, D.C., November 10, 1977).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—10 Nov 77

Note—93p.; Not available in hard copy because of poor reproducibility

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Employment Problems, *Employment Programs, Employment Services, Federal Legislation, *Federal Programs, Job Placement, Job Training, *Program Effectiveness, Program Evaluation, Program Improvement, Unemployed, Unemployment, Youth, *Youth Employment, Youth Problems, Youth Programs

Identifiers—Comprehensive Employment and Training Act, United States, *Youth Employment and Demonstration Projects Act

Reported here is the oversight hearing on the Youth Employment and Demonstrations Projects Act to examine the problem of youth unemployment and the extent to which existing federal programs are addressing the problem. Major content is the testimony of four witnesses: Leon Anderson, Division of Human Resources, U.S. Forest Service, Department of Agriculture; Maudine R. Cooper, Deputy Director, Washington Bureau, National Urban League, Inc.; Maurice Dawkins, Opportunities Industrialization Centers; and Robert McConnon, Deputy Assistant Secretary for Employment and Training, Department of Labor. Statements, letters, and supplemental materials relevant to the hearings are also included. (EM)

ED 151 524 CE 014 978

Friedberg, Jerry Stella, Phillip

An Analysis of the Radio Program Manager Occupation.

Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[76]

Note—105p.; Not available in hard copy because of reproducibility problems

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Broadcast Industry, Broadcast Television, Communication Skills, Decision Making Skills, *Employment Qualifications, Job Analysis, *Job Skills, Mathematical Concepts, Number Concepts, Occupational Information, Performance Criteria, Personnel Management, Problem Solving, Program Administration, *Programing (Broadcast), Program Planning, *Radio, Scientific Concepts, Secondary Education, Senior High Schools, Skill Analysis, *Task Analysis, Task Performance, Television, Vocational Education

This occupational analysis data was assembled to help broadcasting arts teachers develop a course of study in program management for junior and senior high school students. Following a job description for a program manager, the remainder of the content in standard task analysis format presents an analysis of nine program management duties (tasks). Each of the nine duties is broken down into its components (one or more sub-tasks) and for each sub-task the following are given: task statement; tools, equipment, materials, objects acted upon; steps; safety-hazard; decisions; cues; errors; science skills/concepts; math-number systems skills/concepts; and communications (includes performance modes, examples, and skills/concepts). The program management duties covered are announcing-/performing, promotion, news/weather/sports programming, public affairs programming, continuity, music programming, production operations, program management, and personnel management. (EM)

ED 151 525 CE 014 979

Cappelli, Annette And Others

An Analysis of the Cosmetology Occupation.

Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[76]

Note—424p.; Not available in hard copy because of reproducibility problems

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Communication Skills, *Cosmetologists, Cosmetology, Decision Making Skills, *Employment Qualifications, Job Analysis, *Job Skills, Mathematical Concepts, Number Concepts, Occupational Information, Performance Criteria, Problem Solving, Scientific Concepts, Service Occupations, Service Workers, Skill Analysis, *Task Analysis, Task Performance, Trade and Industrial Education

This occupational analysis data was assembled to help cosmetology instructors develop a course of study. Following a job description for a cosmetologist, the remainder of the content in standard task analysis format presents an analysis of twelve cosmetologist duties (tasks). Each of the twelve duties is broken down into its components (one or more sub-tasks) and for each sub-task the following are given: task statement; tools, equipment, materials, objects acted upon; steps; safety-hazards; decisions; cues; errors; science skills/concepts; math-number systems skills/concepts; and communications (includes performance modes, examples, and skills/-concepts). The cosmetologist duties covered are managing the business and shop, maintaining the dispensary, sanitizing and sterilizing equipment, performing manicures and pedicures, performing skin care, performing scalp care, shampooing and rinsing hair, cutting and shaping hair, waving and relaxing hair, bleaching and coloring hair, styling hair, and caring for the wig. (EM)

ED 151 526 CE 014 980

Berger, Dean Lokai, Larry

An Analysis of the Agricultural Supply Businesses and Services Occupation.

Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Note—259p.; Not available in hard copy because of reproducibility problems

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Agribusiness, Agricultural Education, Agricultural Skills, *Agricultural Supply Occupations, Agriculture, Business Skills, Communication Skills, Decision Making Skills, Distributive Education, *Employment Qualifications, Job Analysis, *Job Skills, Mathematical Concepts, Number Concepts, Occupational Information, Performance Criteria, Problem Solving, Scientific Concepts, Skill Analysis, *Task Analysis, Task Performance

This occupational analysis data was assembled to help teachers develop a course of study preparing students for employment in the agricultural supply businesses and/or services. Following a job description for employees in agribusinesses and/or services, the remainder of the content in standard task analysis format presents an analysis of twelve duties (tasks) of these employees. Each of the twelve duties is broken down into its components (one or more sub-tasks) and for each sub-task the following are given: task statement; tools, equipment, materials, objects acted upon; steps; safety-hazards; decisions; cues; errors; science skills/concepts; math-number systems skills/concepts; and communications (includes performance modes, examples, and skills/concepts). The duties covered are choosing and entering a career in agribusinesses and/or services, developing human relations, managing business money, performing office procedures, advertising and promoting, developing salesmanship, transporting agri-products, storing agri-products, and marketing agri-products. (EM)

ED 151 527 CE 014 981

Tener, Sherrie Ontko, Judy

An Analysis of the Institutional and Commercial Housekeeper Occupation.

Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Note—351p.; Not available in hard copy because of reproducibility problems

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Cleaning, Communication Skills, Custodian Training, Decision Making Skills, *Employment Qualifications, Job Analysis, *Job Skills, Maids, *Maintenance, Mathematical Concepts, Number Concepts, Occupational Home Economics, Occupational Information, Performance Criteria, Problem Solving, Scientific Concepts, *Service Occupations, Service Workers, Skill Analysis, *Task Analysis, Task Performance, Trade and Industrial Education

Identifiers—*Hospitality Occupations

This occupational analysis data was assembled to help instructors develop a course of study for commercial cleaners at the entry level. Following a job description for an institutional or commercial cleaner, the remainder of the content in standard task-analysis format presents an analysis of ten commercial cleaner duties (tasks). Each of ten duties is broken down into its components (one or more sub-tasks) and for each sub-task the following are given: task statement; tools, equipment, materials, objects acted upon; steps; safety-hazards, decisions; cues; errors; science skills/concepts; math-number systems skills/concepts; and communications (includes performance modes, examples, and skills/concepts). The commercial cleaner duties covered are caring for rooms, maintaining floors, caring for fabric surfaces, cleaning the bathroom, cleaning special items, cleaning special areas, cleaning waste receptacles, caring for cleaning equipment, controlling pests, and maintaining records. The sub-tasks for cleaning a guest room, cleaning discharge units, and cleaning occupied units are appended. (EM)

ED 151 528 CE 014 983

Hill, Clair S.

Building Trades 1. Course Outline.

Northern Arizona Univ., Flagstaff.

Spons Agency—Arizona State Dept. of Education, Phoenix. Div. of Career and Vocational Education.

Pub Date—[73]

Note—106p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Behavioral Objectives, *Building Trades, *Carpenters, Course Content, Course Objectives, *Electricians, High School Students, Junior High School Students, *Masonry, Occupational Information, *Plumbing, *Prevocational Education, Secondary Education, Teaching Guides

Intended to assist building trades instructors, this course outline to a prevocational building trades program for junior and senior high school students covers four occupational areas: carpentry, masonry, plumbing, and electricity. Specific notes to the administrator and teacher and the course goals precede the four occupational units. Each unit contains occupational information, instructional analysis, behavioral objectives, and a bibliography specific to the occupational area indicated. Additional information on apprenticeship opportunities, an equipment list, and a sample project developed in a Building Trades I class are also included in this course outline. (BM)

ED 151 529 CE 014 984

Keseman, Charles E.

Missouri Industrial and Educational Graphic Arts Survey. Final Report.

Central Missouri State Univ., Warrensburg.

Spons Agency—Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.

Pub Date—30 Sep 76

Note—393p.; Appended materials (letters and questionnaires) may not reproduce well due to broken type

EDRS Price MF-$0.83 HC-$20.75 Plus Postage.
Descriptors—*Commercial Art, Course Content, Curriculum Design, Curriculum Evaluation, Demography, *Educational Accountability, Employer Attitudes, Employment Qualifications, *Graphic Arts, *High School Curriculum, Industrial Education, Job Skills, Layout (Publications), Printing, Program Evaluation, Relevance (Education), Secondary Education, Secondary Schools, State of the Art Reviews, State Surveys, Teacher Attitudes, Teacher Background, Teacher Qualifications, Vocational Education, Vocational High Schools
Identifiers—*Missouri

The Missouri Industrial and Educational Graphic Arts (MIEGA) survey was done to determine the current status and trends of the graphic arts industry and graphic arts education in Missouri for use as the basis for the later development of secondary school graphic arts state curriculum guides. Data were collected through two status surveys in addition to an extensive review of related research and statistical data. The first survey studied the graphic arts offerings in the public secondary schools of Missouri while the second one studied the commercial graphic arts industries in Missouri. The conclusions included the following: (1) although the graphic arts offerings in Missouri's secondary schools continue to expand in the number of schools offering graphic arts, the number of courses offered, and the breadth of content, a vast majority of students receive no graphic arts instruction; (2) the graphic arts offerings generally lack a coordinated approach; (3) in many schools the graphic arts instructional content does not reflect the contemporary graphic arts industry; and (4) the vocational-technical graphic arts programs are not serving their purpose very well in the eyes of industry. (This report includes ninety-two data tables and ten implications of the findings. Two graphic communications curriculum models, several letters sent during the study, and the survey forms are appended.) (EM)

ED 151 530 CE 014 985

Minnesota Women: Work & Training.
Council on the Economic Status of Women, St. Paul, Minn.
Pub Date—Oct 77
Note—28p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Career Change, *Economic Disadvantagement, *Educational Opportunities, Elementary Secondary Education, *Employment Practices, *Employment Problems, Employment Statistics, *Females, Graphs, Higher Education, Income, Job Training, Labor Force, Life Style, Marital Status, Social Services, Vocational Education, Working Women
Identifiers—*Minnesota

The purpose of this report, based on testimony presented to the Council on the Economic Status of Women, is to explore the factors contributing to economic and psychological hardship for large numbers of women seeking employment in Minnesota. This report examines women's preparation and opportunities for employment and specifically addresses itself to the barriers to economic independence which exist in social services, employment, job training, and education. Information in the report is divided into the following four major categories: changing life patterns; barriers to economic self-sufficiency including employment practices, job training programs, elementary/secondary schools, vocational education, and higher education; new and emerging services; and findings and recommendations of the council. A brief description of the council's purpose, a list of its members, and a list of people who testified before the council concluded the report. (BM)

ED 151 531 CE 014 995

Woodin, Ralph J.

Vocational Agriculture at Hilliard. A History of the Department of Vocational Agriculture at Hilliard High School from 1919 to 1972.
Scioto-Darby City Schools, Hilliard, Ohio.
Pub Date—1 Apr 78
Note—58p.
Available from—Ralph J. Woodin, 1383 Fishinger Road, Columbus, Ohio 43221 ($3.00; 6 or more, $2.00 each)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Agricultural Education, *Demonstration Projects, *History, Local History, *Program Descriptions, *Program Development, *Program Effectiveness, Secondary Education
Identifiers—Ohio (Hilliard), Scioto Darby Public Schools OH

Intended to provide the reader with information concerning the development and early heritage of a secondary vocational agriculture program, this historical account of the development of an Ohio vocational agriculture program is intended also to be useful as a prototype for other communities who wish to make a similar report of their programs. After a brief introduction relating the early activities of vocational agriculture beginning with the impact of the Smith-Hughes Act (1918), the author first discusses the actual development of the vocational agriculture program at Hilliard High School and its major components. Next, four decades of development are presented by focusing on the following themes: "The Thirties–Impact of the Depression"; "The Forties–Helping in the War Years"; "Adjusting to a Population Explosion in the Fifties"; and "The Sixties–The Effect of Community Change." Finally the program outcomes are discussed in retrospect. Various records and reports which span the program's fifty-three years of operation are included in the appendix. (BM)

ED 151 532 CE 015 013

Mannebach, Alfred J., Comp.

Summaries of Research and Development Activities in Agricultural Education, 1976-1977, United States of America.
Connecticut Univ., Storrs. Dept. of Higher, Technical, and Adult Education.
Pub Date—77
Note—95p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Abstracts, *Agricultural Education, *Agricultural Research Projects, Demonstration Projects, *Educational Development, *Educational Research, Indexes (Locaters), Research Projects
Identifiers—United States

This document contains abstracts of 121 completed studies of research and development activities in agricultural education in the United States during the period, July 1, 1976 to June 30, 1977. Twenty-six of the completed studies represent staff research; sixty-one represent master's theses, and thirty-four represent doctoral theses. The abstracts are arranged alphabetically by state and alphabetically by author within states. A subject index, utilizing ERIC descriptors, is included. Abstracts of studies reported as being in progress during 1977-78 are also compiled. They are arranged alphabetically by state and include thirty-two staff studies, seventeen master's theses, and fifteen docotral dissertations. (A list by ED-ERIC Document-number of previous summaries of studies in agricultural education concludes the document). (BM)

ED 151 533 CE 015 041

Occupational Education for Special Needs. What It Is, How It Works; A Handbook for Regional Staff.
Massachusetts State Dept. of Education, Boston. Bureau of Special Education.Massachusetts Univ., Amherst. Inst. for Governmental Services.
Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
Pub Date—[78]
Note—33p.; Photographs may reproduce poorly
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Community Involvement, *Disadvantaged Groups, Educational Finance, *Educational Needs, Financial Support, *Handicapped, Program Descriptions, *Program Design, Program Evaluation, Program Planning, *Program Proposals, Project Applications, School Community Relationship, Special Education, Special Programs, *Vocational Education
Identifiers—Massachusetts Bureau of Special Needs

Activities conducted by the Massachusetts Bureau of Special Needs (BSN) Division of Occupational Education designed to strengthen communication between BSN central staff and regional staff, and to explain more fully to the regional staff the goals and priorities for service to the disadvantaged and handicapped, are described in this handbook. Focus is on demonstrating how the BSN advocacy position works to assure better service to target groups through equitable distribution of funds. Since proposals are submitted requesting funds, the handbook suggests how BSN can meet its obligation to offer technical assistance and encouragement in the design and submission of proposals for funds from deprived areas. Design of disadvantaged programs is discussed as a guide for planning a strong proposal. Characteristics of a program for special needs are summarized as flexible, strong in the area of supportive services, encompassing all types of vocational education programs, and public or nonpublic. Several currently approved projects for the handicapped are described to exemplify cooperative efforts between BSN and existing collaborative programs and schools serving the handicapped. Seminars, workshops, and meetings involving community agencies and parent groups are suggested to meet the need for occupational education information resources within the community. Monitoring and evaluation are discussed to show what the BSN expects and how it will administer programs for persons with special needs. (TA)

ED 151 534 CE 015 049

Pucinski, Roman

The Role of State and Local Advisory Councils in Vocational Education. Occasional Paper No. 36.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Pub Date—Feb 78
Note—18p.
Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($1.90)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Advisory Committees, *Citizen Participation, Citizen Role, Community Cooperation, Community Involvement, Community Organizations, Community Planning, Community Role, Cooperative Planning, *Educational Development, Educational Innovation, Educational Legislation, Educational Needs, Federal Legislation, Federal Regulation, Federal State Relationship, Futures (of Society), Human Resources, Labor Supply, Manpower Development, Manpower Needs, Relevance (Education), Research Needs, *Statewide Planning, *Vocational Education
Identifiers—United States, *Vocational Education Amendments 1968

The state and local vocational education advisory councils, created by the Vocational Education Amendments of 1968, provide citizen input into the development and planning of vocational education programs. The whole structure of American industry is undergoing enormous change. We look to vocational education to help prepare this nation for expanded economic growth and to meet the increased needs for human resources. The six pillars of American education to consider when structuring the future system of vocational education are career education, vocational education, postsecondary education, adult education, special education for the handicapped and disadvantaged, and special education for the gifted. Now how do we get all this put together? By law we have created the state advisory councils. They have a full role to play in developing a state plan; evaluating vocational programs, services, and activities; identifying state vocational education employment and training needs; and providing technical assistance to local advisory councils. The 1976 Amendments recognized the importance of research in vocational education and pull together the state and local advisory councils, state education board, manpower people, research establishment, and others to build an educational system that will meet the needs of the twenty-first century. (The author's answers to eight questions asked by the audience of vocational education research and development staff are attached.) (EM)

ED 151 535 CE 015 050

Clark, David L.

Research and Development Productivity in Educational Organizations. Occasional Paper No. 41.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—Mar 78

Note—25p.; A staff development lecture (Columbus, Ohio, February 1978)

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($2.20)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Administrative Policy, Colleges, Educational Accountability, *Educational Development, Educational Improvement, Educational Innovation, *Educational Research, Educational Researchers, Information Dissemination, Information Utilization, Institutional Role, National Surveys, *Noninstructional Responsibility, *Productivity, Professional Recognition, Research, Research and Development Centers, *Research Utilization, Rewards, School Policy, School Responsibility, School Role, Schools, *Teacher Motivation, Teacher Responsibility, Teaching Load, Universities

To date, little or no data is available about the effect of intra- or extra-institutional variables on individual or institutional productivity in educational research and development (R & D) settings. The Research on Institutions of Teacher Education (RITE) project was done to study knowledge production (R & D) and knowledge utilization activities in a national population of schools, colleges, and departments of education (SCDEs). Insofar as the indicators of productivity employed in the RITE study reflect important output of the R and D community in education, SCDEs and universities, including university-based R and D centers, are major contributors to the knowledge base in education and to communication with educational practitioners. However, although SCDEs compete well with other educational agencies, individual faculty productivity is disappointing. (In the concluding half of this paper, the author presents a number of contextual factors and conditions in SCDEs explaining some of the individual and institutional variances in R and D productivity. He uses the data to suggest, by analog, factors which might affect productivity in other educational organizations engaged in R and D activity, especially university-based R and D centers. The author's answers to seven questions asked by the audience of vocational education research and development personnel are attached.) (EM)

ED 151 536 CE 015 052

Seaward, Marty Robertson

A Comparison of the Career Maturity, Self Concept and Academic Achievement of Female Cooperative Vocational Office Training Students, Intensive Business Training Students, and Regular Business Education Students in Selected High Schools in Mississippi.

Pub Date—Mar 78

Note—78p.; Paper presented at the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Academic Achievement, *Business Education, Comparative Analysis, Conventional Instruction, Cooperative Education, Correlation, Educational Research, Females, Grade 11, Grade 12, Intelligence Quotient, Office Occupations Education, Secondary Education, *Self Concept, Simulation, Student Characteristics, *Teaching Methods, Vocational Education, *Vocational Maturity

Identifiers—Career Maturity Inventory Attitude Scale, Duncans Multiple Range Test, Mississippi, Tennessee Self Concept Scale

The purpose of this study was to compare the career maturity, self concept, and academic achievement of female students enrolled in intensive business training (IBT), cooperative vocational office training (CVOT), and regular business education programs. A sample of 240 students, equalized into three groups on the basis of IQ scores, were given the Career Maturity Inventory-Attitude Scale and the Tennessee Self Concept Scale. Overall grade averages were taken from the students' cumulative records (Grades 9-12). One-way analysis of variance was employed to analyze the data, and the Duncan's Multiple Range Test was used to determine the location of significant differences. All variables were correlated. When compared on the variable of career maturity, the CVOT students exhibited a higher mean than the regular students. When compared on the variable of overall self-concept, the CVOT students were significantly higher than the IBT students. Regular students demonstrated significantly higher grade averages than the IBT students, but the regular students' averages were not significantly different from the CVOT students' averages. When the total group was analyzed on the basis of grade level, it was found that grade 12 scored significantly higher than grade 11 students in career maturity and self-concept. High correlations were observed when all the variables from all the groups were combined. (Author/BM)

ED 151 537 CE 015 059

Steiger, JoAnn

Vocational Preparation for Women: A Critical Analysis.

Steiger, Fink and Smith, Inc., McLean, Va.

Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Research and Development Unit.

Pub Date—Dec 74

Contract—RDD-A5-240

Note—29p.

Available from—Steiger, Fink and Smith, Incorporated, 6723 Towne Lane Road, McLean, Virginia 22101

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Education, Educational Responsibility, Employment, Employment Patterns, Equal Opportunities (Jobs), *Females, *Sex Discrimination, Sex Role, *Sex Stereotypes, Social Science Research, *Vocational Education

In this analysis of vocational preparation for women material is presented to substantiate the claim that women are joining the labor force in increasing numbers and their career opportunities are expanding, but that the educational system has failed to respond. Statistical data is cited showing that women have traditionally been employed in just a few low-paying jobs and that they should seek careers in traditionally male-dominated fields. The laws relating to sex equality in employment are discussed, as well as the socialization forces which push women into a highly-restricted vision of their role. Evidence is presented that schools heavily reinforce the traditional sex-role stereotypes in course offerings, curriculum materials, guidance and counseling programs, and other aspects of school life. In addition, recommendations are presented for changes in the educational system to make it more responsive to the real needs of women students. (BB)

ED 151 538 CE 015 061

Lambrecht, Judith J.

First- and Second-Year Shorthand Achievement for Century 21, Forkner and Gregg Shorthand.

Pub Date—Mar 78

Note—29p.; Speech presented at the American Educational Research Association Conference (Toronto, Canada, March 27-31, 1978); not available in hard copy due to marginal legibility of original document

Available from—Judith J. Lambrecht, 270 Peik Hall, University of Minnesota, Minneapolis, Minnesota 55455 ($3.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Achievement, *Business Skills, *Business Subjects, Curriculum Evaluation, Methods Research, *Office Occupations Education, Senior High Schools, *Stenography, Teaching Methods

Pretests and dictation achievement tests were administered to 1,317 first-year shorthand students and 120 second-year students learning Century 21, Forkner, or Gregg shorthand in the Minneapolis-St. Paul area high schools. Forkner shorthand students achieved a higher accuracy and transcription rate during the first year of instruction. Thus, it is suggested that this is the preferred method of instruction for students who are able to devote one year or less to shorthand instruction. However, by the end of the second year Gregg shorthand students had higher accuracy scores and better English error scores, suggesting that this is the preferred method for students who are able to take two years of shorthand instruction. None of the three shorthand systems included in this project resulted in first-year shorthand achievement at vocational skill levels, assuming that mailable letters from dictation at 80 words per minute represents minimum vocational skill. (Complete data tables are included.) (BB)

ED 151 539 CE 015 062

Sabota, Roger A.

Services to the American Indian Population to Bridge the Gap between Education, Culture and the World of Work. Final Report.

Nicolet Coll. and Technical Inst., Rhinelander, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—Jan 78

Note—47p.; Some sections of the report may not reproduce well because of faint type

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*American Indians, Ancillary Services, Demonstration Programs, Demonstration Projects, Disadvantaged Youth, Educational Problems, Employment Problems, Field Studies, Guidance Services, *Job Placement, *Models, *Occupational Guidance, Out of School Youth, Student Personnel Services, Student Problems, *Vocational Development, *Youth Employment, Youth Problems

Identifiers—*School to Work Transition, Wisconsin

A project involving three vocational technical and adult education (VTAE) districts in Wisconsin was undertaken to develop and field test a model for improving the bridge between school, cultures, and the world of work for American Indians. Each of the districts had unique needs which necessitated differing methodologies to achieve the project goals. The project results follow: (1) approximately 900 American Indian youth were reached through the project activities; (2) activities, such as sending letters and making presentations, were implemented to familiarize out-of-school American Indian youth with educational and training opportunities; (3) many in-school American Indian youth took advantage of occupational guidance and counseling opportunities made available to them, (4) VTAE student services staff gained a better appreciation of Native American school participation problems; (5) VTAE faculty members were familiarized with Wisconsin American Indian culture, aspirations, problems, and needs through inservice programs, workshops, and working with Native American students; (6) a slide series featuring Native Americans in successful job situations was well accepted by students; and (7) the operational model to improve the bridge between school and work for American Indians varied in each of the districts. The results indicate that all expectations were met and exceeded during the first year of the project. (EM)

ED 151 541 CE 015 069

Adams, Susan B.

An Analytical Research Project to Assess the Impact of Practical Arts Programs in the Commonwealth of Kentucky. Final Report.

Western Kentucky Univ., Bowling Green. Center for Career and Vocational Teacher Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date—Jun 77

Note—80p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Academic Achievement, Career Education, *Career Exploration, Educational Research, Industrial Arts, Junior High Schools, Occupational Guidance, *Program Effectiveness, Program Evaluation, State Programs, *Student Attitudes, *Teacher Attitudes, *Vocational Development

Identifiers—Kentucky

A six-month study of the Kentucky State Department of Education programs in practical arts education (career exploration) in junior high schools was done in two parts. In the first part a questionnaire was given to teachers, counselors, students, and principals from twenty schools during the 1976-77 school year. The questionnaire was designed to poll programmatic aspects of the state practical arts program and to monitor attitudes relative to program effectiveness, acceptance, and degree of impact upon students. In general, the respondents were satisfied with most aspects of the program; however, the students felt more supplies, materials, equipment, and career information were needed. The second part of the study involved two administrations of an instrument entitled the Assessment of Career Development (ACD). The ACD was first given to a sample of Kentucky non-practical arts students in 1975. Later that year a sample of students involved in the practical arts program were administered the ACD. Students with practical arts education experience scored higher on the ACD than those who were not in the practical arts program. In addition, national norm mean scores were higher than practical arts student mean scores in all but one area of exploratory occupational experiences, but the practical arts students' scores were higher than national norm mean scores in all but one cognitive area measured by the ACD. (BB)

ED 151 542 CE 015 075

Driver and Traffic Safety Education Curriculum Guide.

Massachusetts State Dept. of Education, Boston. Bureau of Elementary and Secondary Education.

Pub Date—[70]

Note—190p.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Behavioral Objectives, *Driver Education, Instructional Materials, *Learning Activities, *Performance Based Education, Program Administration, Program Development, Resource Materials, Secondary Education, Skill Development, State Curriculum Guides, Student Evaluation, *Traffic Safety

Identifiers—Massachusetts

Materials contained in this Massachusetts curriculum guide are based on concepts and procedures developed by the Highway Users Federation for Safety and Mobility. The guide examines the philosophy of driver education, discusses such legal aspects as certification of students and teachers, presents a comprehensive classroom and behind-the-wheel syllabus, and enumerates resource materials. The first section of the guide, organization and administration, discusses roles and responsibilities of professionals involved; general objectives, courses, scheduling, and evaluation of the program; the vehicle; public secondary school teacher certification requirements and procedures; student certification; Registry of Motor Vehicles policies and procedures; and accident procedures. The second section contains the instructional program. The curriculum format details the part, unit, episode, episode principle and purpose, concepts, supporting principles, behavioral objectives, learning activities, and evaluation. Major parts of the curriculum guide deal with orientation tasks, on-highway tasks, readiness tasks, and improvement tasks. The appendix contains lesson plans, suggested forms, bibliography, sources of instructional materials, and an evaluation sheet for the guide. (TA)

ED 151 544 CE 015 077

Tesolowski, Dennis G. Halpin, Gerald

Effects of a Training Program on the Job Readiness of Physically Handicapped Sheltered Workshop Employees.

Pub Date—Mar 78

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Educational Research, Employee Attitudes, *Job Training, *Physically Handicapped, Program Evaluation, *Readiness, Rehabilitation Programs, *Sheltered Workshops, Vocational Education, Vocational Rehabilitation, Vocational Training Centers, *Work Attitudes, Workshops

Twenty-two physically handicapped sheltered workshop employees were matched on the severity of their disabilities and randomly assigned to either an experimental or control group. Those in the experimental group participated in a one-hour-per-day, fifteen-day job readiness training program in addition to their regular sheltered workshop jobs while the control group simply continued with their regular jobs. Curriculum in the job readiness training program was designed to prepare clients to self-appraise their vocational interests and attitudes, to provide them with knowledge about job seeking skills, and to better enable them to exhibit more appropriate job maintenance behaviors once they have acquired a job. Included in the training were techniques related to job finding, employment application procedures, how to handle the job interview, personal presentation and appropriate behaviors in the interview or job search, and personal presentation and appropriate behaviors recommended to maintain a job. Based on a randomized block design with pretest as a covariate, the experimental group showed significantly greater attractions toward work as measured by the Vocational Opinion Index than did the control group. (BB)

ED 151 545 CE 015 087

Barlow, Esther M., Comp.

Annotated Bibliography of the Air Force Human Resources Laboratory Technical Reports-1976.

Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-78-1

Pub Date—Jan 78

Note—54p.; For a related document see ED 132 439

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, Aptitude, Assignments, Attitudes, Classification, Cost Effectiveness, Data Analysis, Drug Abuse, Education, Educational Research, Equipment, Evaluation, Human Resources, Job Analysis, Job Satisfaction, Job Training, Management, Manpower Development, Manpower Utilization, *Military Personnel, *Military Training, National Defense, Personnel Selection, Readability, Retention, Studies, Simulation, *Staff Improvement, Surveys, Systems Development, Task Performance, Vocational Development

Identifiers—Air Force, United States

This annotated bibliography presents a listing of technical reports (1976) dealing with personnel and training research conducted by the Air Force Human Resources Laboratory, an institution charged with the planning and execution of United States Air Force exploratory and advanced development programs for selection, motivation, training, retention, education, assignment, utilization, and career development of military personnel, and the composition of the personnel force and training equipment. (This laboratory also provides technical and management assistance to support studies, analyses, development planning activities, acquisition, test evaluation, modification, and operation of aerospace systems and related equipment.) The ninety-four abstract entries list the division name at the time of report publication and appear in technical report number sequence. The bibliography contains six indexes: personal author, civilian corporate author, project, title, division, and key word. (Author/BM)

ED 151 546 CE 015 089

The National Longitudinal Surveys Handbook. Revised.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Nov 77

Note—98p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Data Collection, Data Processing, Documentation, Employment Statistics, Guidelines, Guides, *Labor Market, *Longitudinal Studies, *National Surveys, Objectives, Occupational Surveys, Research Design, *Research Methodology, *Research Utilization, Sampling

Identifiers—National Longitudinal Labor Market Surveys, United States

Designed as a comprehensive guide to the National Longitudinal Surveys of Labor Market Experience (NLS), this handbook is intended for two major categories of readers. For persons who wish to ascertain whether their research interests can be served by the NLS data, the handbook can provide the detailed description of the objectives of the surveys, the samples covered, and the types of information collected. The availability and cost of several NLS data files are also presented. For researchers who acquire the data files, the handbook performs the additional functions of describing the layout of the computer tapes, explaining the documentation, and presenting a number of caveats relating to the use of the data. All information is presented in the handbook under the following division titles: Structure and Development of the NLS Research Project; Sampling, Interviewing and Estimating Procedures; Description of the NLS Data; The Public-Use Tapes and the NLS Clearing House; Characteristics of NLS Data Files; and documentation. An extended bibliography is included, and sample pages from NLS documentation are appended. (BM)

ED 151 547 CE 015 090

Abstracts of Exemplary Projects in Vocational Education Covering Fiscal Years: 1975, 1976 and 1977.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—Feb 78

Note—290p.; Not available in hard copy because of faint type

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Abstracts, Demography, *Demonstration Projects, *Federal Legislation, Program Content, Program Costs, *Program Descriptions, Program Design, Program Length, *Vocational Education

Identifiers—*Vocational Education Amendments 1968

To provide information on the third three-year round of exemplary projects funded under Section 142 (c) of Part D of the Vocational Education Amendments of 1968 (Public Law 90-576), this document includes abstracts of projects initiated in fiscal years 1975, 1976, and 1977. Each of the sixty-two abstracts included in the document contain the following components: title of project; program director; applicant organization; estimated total federal funds, duration; site information; description of program; program design; and major program components. Abstracts are presented in alphabetical order according to the state or territory in which they were developed. (The projects have been geographically distributed and represent each state and territory of the United States.) Preceding the abstracts is a discussion of the background funding efforts and priority areas listed by the Federal Register. (BM)

ED 151 548 CE 015 092

Bradley, Curtis H.

The Ten Day Microsupervision Workshop.

Pub Date—[77]

Note—50p.; Example forms in some of the appendixes may not reproduce well due to small, broken type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrator Guides, Inservice Teacher Education, Microteaching, *Program Design, *Resource Teachers, Supervisory Training, *Teacher Educator Education, Teacher Supervision, *Teacher Workshops, Video Tape Recordings

Identifiers—*Microsupervision

Intended as a guide for planning and conducting a ten-day microsupervision workshop, this paper describes the various components of such a workshop as it is conducted at Temple University for training resource persons–experienced teachers who help new teachers in competency based teacher education (CBTE) programs. As defined here, microsupervision involves the use of video recording of a scaled-down experience in supervision to enable learners to practice the component skills of conducting supervisory conferences. It is pointed out, however, that in the Temple program participants actually do microteaching too in order to feel as well as understand what the teacher-in-training experiences. Objectives listed for the workshop are to enable participants to assemble and operate a half-inch video system sufficiently to tape and replay teacher lessons, evaluate teaching performance using objective criteria, and demonstrate conference supervising skills. The series of learning activities described involves the workshop participant in roles of resource person, student, video operator, conference supervisor, and microlesson teacher. A daily schedule for the 10-day program outlines parallel activities of the instructors (senior teacher educators) and participants (resource persons-in-training). Workshop staff requirements are suggested for workshop director, assistant director, senior teacher educator, consultant senior teacher educator, and video technician. Also included is a description of needed facilities, equipment, and supplies. A selected bibliography on microsupervision and a number of critique forms and other program materials are appended. (JT)

ED 151 553 CE 015 117

Poehlmann, M. M.

Feasibility Study of Impact of the Proposed National Vocational Education Data Reporting and Accounting System (VEDS) Forms on Reporting Systems for Secondary Vocational Education in Wisconsin. Project Report.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Pub Date—Jan 78

Note—77p.; A table on Estimated Costs Per Local Education Agency may not reproduce well due to small type

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Cost Effectiveness, Data Collection, Data Processing, Demography, Employment Statistics, Feasibility Studies, Federal Regulation, Federal State Relationship, Information Dissemination, Information Processing, *Information Systems, School Statistics, Secondary Education, State Programs, Statewide Planning, Statistical Data, *Systems Analysis, *Systems Development, *Vocational Education, Vocational High Schools

Identifiers—United States, Wisconsin

A study was conducted to determine the feasibility of implementing a reporting system, the National Vocational Education Reporting and Accounting System (VEDS), for secondary vocational education in Wisconsin. As proposed by the National Center for Educational Statistics, the VEDS system is a comprehensive information collection package to provide comparable information on vocational education students among the states. Data were collected from two sources. First, indepth interviews of local vocational education coordinators from six local educational districts were conducted. Second, an interviewer attending regional (workshop) meetings informally gathered information regarding reporting systems and their impact on local education agencies (LEAs). The findings indicate that (1) time is needed to adjust procedures and develop the capacity to decrease the costs of data collection, particularly at the level of the LEA, (2) employer follow-up of completers and leavers is both burdensome and costly to LEAs, and (3) since the VEDS format is predicated on computer access, the need for adequate lead time at both the local and state levels as well as a need for efficient coordination efforts is apparent. (Data tables pertaining to VEDS cost estimates are included. The interview form is appended.) (EM)

ED 151 554 CE 015 118

Dougherty, Barbara B., Comp.

Wisconsin: Consumer and Homemaking Programs. Compilation of Program Procedures, Educational Strategies, and Teaching Materials Related to Consumer and Homemaking Disadvantaged Programs in Wisconsin. Final Report.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—30 Jun 77

Note—200p.; ; Parts may reproduce poorly due to colored background

Available from—Publications Unit, Room 342, Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 321 Education Building, Box 49, Madison, Wisconsin 53706 ($6.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Activities, Adult Education, Ancillary Services, Attendance, *Consumer Education, *Demonstration Projects, *Disadvantaged Groups, *Homemaking Education, Interagency Cooperation, Objectives, Parent Education, *Program Descriptions, Program Effectiveness, Program Evaluation, Resource Materials, Staff Utilization, Student Recruitment, Vocational Education

Identifiers—Wisconsin

Designed to be a source of programming information, this document summarizes the educational efforts by Wisconsin's sixteen Vocational, Technical, and Adult Education (VTAE) districts to help meet consumer and homemaking education needs of disadvantaged groups. The project supported by each district is described in the following format: project title, target population(s); major objectives; staffing; inter-agency cooperation; student recruitment and attendance; major activities; ancillary services; evaluation; indicators of project effectiveness; special notes of interest; and selected resource materials. A brief listing of other projects and a map of Wisconsin's VTAE districts are also included. (BM)

ED 151 555 CE 015 119

Barnes, Evelyn S.

The Integration of Marketing/Distribution and Hospitality/Recreation Career Exploration Curriculum into Selected Career Exploration Classes, Spring, 1977.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison.

Pub Date—77

Note—35p.

Available from—Publications Unit, Room 342, Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 321 Education Building, Box 49, Madison, Wisconsin 53706 (#191, $1.-50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Exploration, Course Evaluation, Curriculum Development, Curriculum Evaluation, Distributive Education, *Fused Curriculum, Marketing, Program Effectiveness, Recreation, Secondary Education, *Student Attitudes, *Teacher Attitudes, Vocational Interests

Identifiers—Hospitality Occupations, Wisconsin

A study was designed to evaluate the implementation of career exploration in marketing/distribution and hospitality/recreation through courses offered in one junior high and four senior high school classes in Wisconsin in 1977. The marketing/distribution and hospitality/recreation curriculum was incorporated in distributive education, American history, business, and English careers classes. Six teachers and 246 students, representing grades 8 through 12, were involved in the study. Information for the evaluation was obtained using four teacher questionnaires and two student questionnaires. Based on the responses in these questionnaires, it was suggested that the marketing/distribution and hospitality/recreation curriculum should be recommended for use in Wisconsin not only for exploratory distributive education classes but also in general career exploration classes. (Copies of the questionnaires are appended.) (BB)

ED 151 556 CE 015 120

Lambert, Roger H. Nelson, Eugene S.

A Guide to Evaluating CETA Title I Programs.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—75

Note—59p.

Available from—Publications Unit, Room 342, Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 321 Education Building, Box 49, Madison Wisconsin 53706 (No. 154, $2.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adults, Disadvantaged Youth, Educational Objectives, Employment Programs, *Evaluation Methods, Federal Legislation, Federal Programs, *Formative Evaluation, Guides, *Job Training, Models, On the Job Training, Program Administration, *Program Evaluation, Questionnaires, *Summative Evaluation, Training Objectives, Vocational Education, Work Experience Programs, Youth Employment

Identifiers—*Comprehensive Employment and Training Act, United States

The evaluation scheme proposed here is intended to serve as a format and guide for a third party evaluation of Comprehensive Employment and Training Act (CETA) Title I programs. The guide begins with a brief section presenting an introduction to evaluation, the evaluation format for Title I, and a flow chart of evaluative activities. The remainder of the content covers the evaluation of five specific programs under CETA Title I and for each one includes one or all of the following: goals, objectives and criteria for success, instrumentation for evaluation, sample questions and activities for process evaluation, and sample questions and activities for product evaluation. The programs covered are institutional training; on-the-job training; young adult and adult work experience; disadvantaged youth work experience; and overall administration, programming decision, and operational procedures. (EM)

ED 151 557 CE 015 138

Augustin, James W. Lee, Mercile J.

State-wide Evaluation of the Wisconsin Instant Information System for Students and Counselors.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison.

Pub Date—Jul 76

Note—75p.

Available from—Publications Unit, Room 342, Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 321 Education Building, Box 49, Madison, Wisconsin 53706 ($2.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Planning, Counselors, Educational Opportunities, *Educational Programs, Information Services, *Information Systems, Microfiche, Occupational Guidance, *Occupational Information, Parent Participation, *Program Effectiveness, Program Evaluation, Questionnaires, Secondary Education, State Surveys, Students, Teachers, Use Studies, Vocational Counseling

Identifiers—Wisconsin

A statewide evaluation of the Wisconsin Instant Information System for Students and Counselors (WISC) was conducted by surveying a stratified random sample of the user populations including students, counselors, and teachers. Each of the three user groups in the 103 high schools involved in the survey was given a questionnaire which focused on the usage of WISC, quality of the materials, its effects and more immediate impacts as perceived by the user, and overall reactions of the users. Data from the three questionnaires were tabulated by computer. School size was found to be an important factor in several areas such as awareness and use of WISC. The results were reported in relation to some of the major concerns about WISC, including the following areas: response to the evaluation, student awareness and use, counselor and teacher use, student access, quality of WISC materials, hardware, effects on students, effects on counselors and teachers, parent involvement in Career Planning, overall reaction, and WISC in non-public schools. Finally, ten recommendations based on these results were suggested. (Survey instruments, related correspondence, and a list of the evaluation sites are included in the appendixes.) (BM)

ED 151 558 CE 015 139

Hughes, Lois Dougherty, Barbara

Determining Expressed Inservice Needs of Wisconsin Secondary and Post-Secondary Vocational, Technical, and Adult Education Teachers in Home Economics Related Areas. Final Report.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.

Pub Date—30 Jun 75

Note—105p.

Available from—Publications Unit, Room 342, Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 321 Education Building, Box 49, Madison, Wisconsin 53706 (No. 151, $3.00)

Document Not Available from EDRS.

Descriptors—Adult Educators, Educational Attitudes, *Educational Interest, *Educational Needs, Educational Opportunities, Educational Research, Faculty Development, Home Economics, *Home Economics Teachers, Inservice Programs, *Inservice Teacher Education, Needs Assessment, Post Secondary Education, Program Planning, Public Schools, Secondary Education, State Surveys, *Teacher Attitudes, Teacher Motivation, Vocational Education Teachers, Vocational Schools

Identifiers—Wisconsin

A study was conducted to determine the felt needs of Wisconsin home economics teachers for inservice education as a basis for designing educational programs to meet these needs. The population consisted of 1,278 home economics public school teachers and 1,430 vocational, technical, and adult education (VTAE) teachers of home economics related areas. The respondents were asked for information regarding attitudes about inservice education, types of inservice education opportunities, possible time periods for inservice education programs, and categories of topics for inservice education programs (curriculum content, teacher activities, and professional concerns). Thirty-one conclusions were drawn from the responses of 1,104 public school home economics teachers and 787 VTAE teachers. Some of these conclusions follow: (1) Inservice programs developed for home economics teachers should be planned primarily for home and family living programs; (2) due to the small number of teachers of occupational programs, inservice programs need to be planned to facilitate attendance by specialized teachers in an accessible geographical location; and (3) inservice education programs need to be planned in order to stimulate interest and communicate concerns and plans of action related to occupational programs. (Forty-seven data tables are included. The survey form is appended.) (EM)

ED 151 559 CE 015 143

Kim, Jin Eun

Cost-Effectiveness/Benefit Analysis of Postsecondary Vocational Programs. Administrator's Manual.

Indiana Univ., Bloomington. Dept. of Vocational Education.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date—Oct 77

Note—84p.; For related documents see CE 015 144 and ED 130 081-082 ; Parts of appendices may be marginally legible

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Administrator Guides, *Cost Effectiveness, Data Sheets, Educational Objectives, Evaluation Criteria, *Evaluation Methods, Guidelines, *Post Secondary Education, Program Costs, Program Effectiveness, *Program Evaluation, Program Planning, Systems Analysis, *Vocational Education

This manual is basically designed as a self-instructional guide by which postsecondary vocational administrators and educators can conduct cost-effectiveness/benefit studies. (Cost-effectiveness/benefit analysis is an evaluation technique which can be used for assessing outcomes of existing and/or new programs in relation to their specified program objectives and against their program costs, and can be used as a systems analysis technique, evaluation method, and planning tool for vocational programs.) The manual summarizes the cost-effectiveness/benefit model for postsecondary vocational programs, and it provides guidelines for conducting cost-effectiveness/benefit analyses by following step-by-step procedures in the planning, implementing, and utilizing phases. A set of program objectives and target goal statements, a data form for determining target goals and outputs, a program cost analysis form, and tables for computing cost-benefit measures are appended. (The complete model, forms, and procedures for using the model are also published in a separate technical report.) (Author/DTT)

ED 151 560 CE 015 144

Kim, Jin Eun

A Cost-Effectiveness/Benefit Analysis Model for Postsecondary Vocational Programs. Technical Report.

Indiana Univ., Bloomington. Dept. of Vocational Education.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date—Oct 77

Note—80p.; For related documents see CE 015 143 and ED 130 081-082; Part of Appendixes may be marginally legible

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Cost Effectiveness, Data Sheets, Evaluation Criteria, Evaluation Methods, *Mathematical Models, *Post Secondary Education, Program Costs, Program Effectiveness, *Program Evaluation, Program Planning, Systems Analysis, *Vocational Education

A cost-effectiveness/benefit analysis is defined as a technique for measuring the outputs of existing and new programs in relation to their specified program objectives, against the costs of those programs. In terms of its specific use, the technique is conceptualized as a systems analysis method, an evaluation method, and a planning tool for vocational programs. To illustrate an educational systems model, three types of postsecondary vocational institutes in Indiana are identified and examined in terms of their inputs, outputs, and operations. Additionally, the threee facets of vocational program classification, time frame, and evaluation criteria are integrated in a tri-dimensional structure for evaluating postsecondary vocational education programs. A model is then presented of a system existing within a social framework, illustrating three kinds of cost-effectiveness/benefit measures it generages: (1) program effectiveness measures; (2) cost efficiency measures; and (3) cost effectiveness and performance ratios. Fifteen formulas are specified to compute these measures in evaluating postsecondary occupational programs. Data forms for determining program objectives, outputs, and costs, various computation tables, and a standard procedure for using the model are provided. (An administrator's manual for application of the model is available separately.) (DTT)

ED 151 561 CE 015 150

Weis, Susan F.

Food Service Curriculum Validation Project. Final Report.

Pennsylvania State Univ., University Park.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—Mar 78

Note—157p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Curriculum Development, *Curriculum Evaluation, *Curriculum Guides, *Field Studies, *Food Service, Food Service Industry, Food Service Occupations, Secondary Education, Teacher Attitudes, Teacher Workshops, *Vocational Education

Identifiers—Pennsylvania

An intensive evaluative study was conducted in Pennsylvania to test, through field implementation, curriculum guidelines for food service education which were prepared from a baseline, two-year study of the food service industry. Draft guidelines were presented to selected food service teachers through a series of three one-day conferences. Reactions to the draft curriculum were collected from all food service teachers receiving the document. An intensive study of the curriculum implementation was undertaken in six schools with three schools serving as control sites. Based on the evaluation study, the draft guidelines were revised for dissemination. The results of the study suggested that the draft curriculum made a positive difference in educating food service students. In addition, feedback from food service teachers who participated in the three one-day workshops was generally positive, and their suggestions for changes were considered in preparing the final draft of the curriculum. As a result, the 1,004-page curriculum was refined to a 658-page curriculum guide entitled "Curriculum Guide for Food Service Instructional Programs in Pennsylvania." (Author/BM)

ED 151 562 CE 015 155

Ryba, Raymond, Ed. Kallen, Denis, Ed.

School and Community. Proceedings of the Comparative Education Society in Europe. Containing Selected Papers Read before the Society at its Seventh General Meeting, Sevres 1975.

Comparative Education Society in Europe, London (England).

Pub Date—75

Note—167p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Community Control, Community Involvement, *Comparative Education, Conference Reports, Cooperative Planning, Cooperative Programs, Decision Making, Educational Administration, Educational Development, Educational Improvement, Educational Policy, Foreign Countries, Policy Formation, Relevance (Education), *School Administration, School Community Cooperation, School Community Programs, *School Community Relationship, School Industry Relationship, *School Policy

Identifiers—Europe, *School to Work Transition

This book is a compilation of the edited versions of a representative selection of papers on school and community presented at a European conference involving more than twenty countries. The papers are arranged in three sections. The first section of six papers lays the framework for the discussion which follows. Section 2, comprised of six papers covering participation and educational decision making, concentrates on school and community relationships, particularly the involvement of community groups in the management and curricular definition of schools. The last section includes four papers on school and work which focus on ways in which the school and its offerings relate both to earning a living and to contributing to existing and future patterns of production and service. Some representative titles from each of the three sections respectively are (1) "The Challenge of School and Community and Whether or Not to Accept It", and "The Community as Educator: The Italian Case," (2) "Local, Regional and National Participation in Educational Policy Decision-Making and School Administration," and "Participants in Educational Policy Making: Some Aspects of Legitimacy," and (3) "School and Work: The Problem as It Affects Girls" and "Education and Work: Reforms in Danish Vocational Training." A list of the more than thirty papers presented at the conference concludes this book. (EM)

ED 151 563 CE 015 159

Auto Mechanics. Competencies for Articulation.

Lincoln Public Schools, Nebr.Nebraska Educational Service Unit 6, Milford.Southeast Community Coll., Lincoln, Nebr.

Spons Agency—Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date—[77]

Note—58p.; For related documents see CE 015 159-162

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Articulation (Program), *Auto Mechanics, Behavioral Objectives, Career Planning, Curriculum Guides, Educational Planning, *Job Skills, *Learning Activities, Performance Based Education, Performance Criteria, Post Secondary Education, Secondary Education, *Skill Development, *Trade and Industrial Education

Materials contained in this guide present competencies describing auto mechanics skills necessary for success in initial employment or applicable to advanced educational placement, and may be used by administrators, students, and secondary and postsecondary vocational teachers. The student outcomes section provides guidelines for planning of and preparation for job opportunities and placement, for advanced placement in postsecondary education, and for allowing high school credit for previous experience. Section 2 lists eleven auto mechanics competencies needed for initial employment (e.g., being able to analyze and service engines, cooling systems, power trains). Under each competency is a description of circumstances under which the student will demonstrate the skill and a list of criteria of acceptable performance. A third section lists enabling tasks for each competency, describing activities necessary for developing a particular job skill. A glossary, a form for recording student achievement, and a class progress chart are also included. (TA)

ED 151 564 CE 015 160

Carpentry. Competencies for Articulation.

Lincoln Public Schools, Nebr.Nebraska Educational Service Unit 6, Milford.Southeast Community Coll., Lincoln, Nebr.

Spons Agency—Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date—[77]

Note—50p.; For related documents see CE 015 159-162

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Articulation (Program), Behavioral Objectives, Career Planning, Carpenters, Curriculum Guides, Educational Planning, *Job Skills, Learning Activities, Performance Based Education, *Performance Criteria, Post Secondary Education, Secondary Education, *Skill Development, *Trade and Industrial Education, *Woodworking

Materials contained in this guide present competencies describing carpentry skills necessary for success in initial employment or applicable to advanced educational placement, and may be used by administrators, students, and secondary and postsecondary vocational teachers. The student outcomes section provides guidelines for planning of and preparation for job opportunities and placement, for advanced placement in postsecondary education, and for allowing high school credit for previous experience. Section 2 lists eighteen carpentry competencies needed for initial employment (e.g., to lay out a floor system, to install building insulation). Under each competency is a description of circumstances under which the student will demonstrate the skill, and criteria of acceptable performance. A third section lists enabling tasks for each competency, describing activities necessary for developing a particular job skill. A glossary, a form for recording student achievement, and a class progress chart are also included. (TA)

ED 151 565 CE 015 161

Office Occupations. Competencies for Articulation.

Lincoln Public Schools, Nebr.Nebraska Educational Service Unit 6, Milford.Southeast Community Coll., Lincoln, Nebr.

Spons Agency—Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date—[77]

Note—54p.; For related documents see CE 015 159-162

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Articulation (Program), Behavioral Objectives, Business Skills, Career Planning, Curriculum Guides, Educational Planning, *Job Skills, Learning Activities, *Office Occupations Education, Performance Based Education, *Performance Criteria, Post Secondary Education, Secondary Education, *Skill Development

Materials contained in this guide present competencies describing office occupations skills necessary for success in initial employment or applicable to advanced educational placement, and may be used by administrators, students, and secondary and postsecondary vocational teachers. The student outcomes section provides guidelines for planning of and preparation for job opportunities and placement, for advanced placement in postsecondary education, and for allowing high school credit for previous experience. Section 2 lists sixteen office occupations competencies needed for initial employment, such as operating a typewriter, adding machine, and calculator, preparing masters and using duplicating equipment, handling mail, recording bookkeeping transactions, transcribing shorthand materials, and determining solutions for office problems. Under each competency is a description of circumstances under which the student will demonstrate the skill, and criteria of acceptable performance. A third section lists enabling tasks for each competency, describing activities necessary for developing a particular job skill. A glossary, a form for recording student achievement, and a class progress chart are also included. (TA)

ED 151 566 CE 015 162

Welding. Competencies for Articulation.

Lincoln Public Schools, Nebr.Nebraska Educational Service Unit 6, Milford.Southeast Community Coll., Lincoln, Nebr.

Spons Agency—Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date—[77]

Note—49p.; For related documents see CE 015 159-162

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Articulation (Program), Behavioral Objectives, Career Planning, Curriculum Guides, Educational Planning, *Job Skills, Performance Based Education, *Performance Criteria, Post Secondary Education, Secondary Education, *Skill

Development, *Trade and Industrial Education, *Welding

Materials contained in this guide present competencies describing welding skills necessary for success in initial employment or applicable to advanced educational placement, and may be used by administrators, students, and secondary and postsecondary vocational teachers. The student outcomes section provides guidelines for planning of and preparation for job opportunities and placement, for advanced placement in postsecondary education, and for allowing high school credit for previous experiences. Section 2 lists twenty welding competencies needed for initial employment (e.g., fusion welding mild steel, and making flat position single pass fillet welds on aluminum sheet using the gas tungsten arc welding process. Under each competency is a description of circumstances under which the student will demonstrate the skill and a list of criteria of acceptable performance. A third section lists enabling tasks for each competency, describing activities necessary for developing the particular job skill. A glossary, a form for recording student achievement, and a class progress chart are also included. (TA)

ED 151 567 CE 015 163

Smith, Mary Howard

Manpower and Education Needs in Selected Professional Fields. Summaries of Commissioned Reports.

Southern Regional Education Board, Atlanta, Ga.
Pub Date—Jun 73
Note—49p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Agricultural Occupations, Computer Science, Dentistry, *Educational Needs, *Educational Trends, Employment Opportunities, Engineers, Health Occupations, Higher Education, Labor Demands, Lawyers, *Manpower Needs, Medicine, Nursing, Optometrists, *Professional Occupations, *Regional Planning, Social Workers, Southern States, *Statewide Planning

Commissioned by the Southern Regional Education Board, this document contains summaries of a series of papers on manpower and education in various professional fields. Each paper addresses the following factors: present and future needs for manpower; trends which will affect manpower needs and demands; present capability of higher education to meet manpower needs (with special attention to the South); major trends in education that will affect future manpower supply; and recommendations for state and regional planning. The papers were commissioned in the fields of agriculture, allied health, computer science, dentistry, engineering, law, medicine, nursing, optometry, and social work. The consultants selected to prepare the papers were persons considered to be broadly knowledgeable about the professions concerned and about educational preparation in these professions. (BM)

ED 151 568 CE 015 165

Service-Learning for the Future. Domestic and International Programs. A Report Prepared for ACTION.

American Council on Education, Washington, D.C. Policy Analysis Service.
Spons Agency—ACTION, Washington, D.C.
Pub Date—Jan 78
Contract—76-043-1047
Note—50p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Community Involvement, Community Organizations, Community Programs, *Community Service Programs, *Educational Programs, *International Programs, *National Programs, Program Descriptions, *Program Improvement, Service Education, Vocational Education, Work Experience Programs, Work Study Programs, Youth Agencies, *Youth Problems, Youth Programs
Identifiers—American Council on Education

Designed to review service learning programs which interrelate the world of education, work, and community service and also to consider what contributions the American Council on Education can make in the areas of education, work, and the problems of American youth, this report discusses various service learning programs, both domestic and international, by explaining how well they function and what can be done to improve each program so that they can play a more effective role in overall youth policy. Part 1 of this two-part report presents descriptions of the following seven domestic programs: the voucher system, the GI bill, the armed forces, community colleges, HEW/OE programs, ACTION programs, and other public- and private-sector programs. A summary discussion and recommendations conclude the section on domestic programs. Part 2 presents descriptions of the following international programs: college and university programs, intermediary-organization programs, private-sector service-organization programs, public-sector programs, and programs involving a reverse flow. Also included are discussions of the evaluation and assessment of all service-learning experiences, possible courses of action, and recommendations. (BM)

ED 151 569 CE 015 224

Schroeder, Paul E.

National Study of Vocational Education in Corrections. Final Report.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—Dec 77
Contract—G007604417
Note—359p.
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Descriptors—*Corrective Institutions, *Educational Opportunities, *Guidelines, National Surveys, Participation, Prisoners, Program Evaluation, *Program Planning, *Standards, *Vocational Education

A national study of vocational education in corrections was conducted to describe the current status of vocational education programs available to inmates in all types of correctional facilities. The study produced the following technical reports: a review and synthesis of the literature on correctional vocational education; a set of thirty-four standards for vocational programs in correctional institutions; and a national survey of correctional facilities. Results of the study showed a wide range of opinions describing what kind of treatment incarcerated individuals should receive, including educational opportunities. Development of standards for planning, operating, and evaluating vocational programs was enthusiastically welcomed by administrators and teachers in correctional facilities. Survey data showed that in correctional facilities offering vocational education about sixteen percent of the total inmate population (212,000 inmates) participated in those programs. Another four percent were waiting to enroll in vocational courses. Recommendations for continued research in the area were made, and a suggestion for testing the standards in actual vocational program planning and operation was presented. The appendixes, which comprise a major portion of this document, include the technical reports and a report of the site visits which were included in the study. (Author/BM)

ED 151 570 CE 015 234

Peart, Edna E.

Characteristics of Cooperative Agreements between Postsecondary Institutions and Business, Industry, and Labor. Annotated and Selected Bibliography. Final Report.

University of Northern Colorado, Greeley. Coll. of Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—30 Sep 77
Contract—G007603722
Note—98p.; For a related document see CE 015 239
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Adult Vocational Education, *Annotated Bibliographies, *Contracts, *Cooperative Education, *Cooperative Planning, Cooperative Programs, Educational Coordination, Job Training, *Post Secondary Education, Resource Materials, School Community Cooperation, *School Industry Relationship, Work Experience Programs

Developed as a source of reference for educators in adult cooperative education, this selected annotated bibliography provides a review of literature and research concerning cooperative agreements (characteristics) between adult educational institutions and business, industry, and labor. The content is in three sections. The first and shortest lists readings on research related to agreements. Section 2 lists readings which offer guidelines or criteria for initiating or writing postsecondary cooperative educational agreements. Each of the citations in these two sections includes author; title; publisher's name, city, and state; publication date; and an annotation. The last section, comprising two-thirds of the document, presents and reviews agreements selected because they represent a variety of the cooperative education agreements currently being utilized or advocated for use in the adult cooperative education field. Each of the citations in this section includes the source, title, review, and copy of the agreement. A list of readings concerning the adult learner, postsecondary education, and cooperative work/education programs as well as a list of resource guides, handbooks, or manuals for postsecondary cooperative education programs are appended. (EM)

ED 151 571 CE 015 235

Weerts, Michael Victor

Development of an Instrument to Assess Employer Sponsored Career Development Programs for Sub-Professional Employees. Final Report.

University of Northern Colorado, Greeley. Coll. of Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—30 Sep 77
Contract—G007603722
Note—179p.; The self-assessment questionnaire (appendix E) may not reproduce well because of small, broken type in the original. For a related document see CE 015 237
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Business Responsibility, Educational Attitudes, Educational Finance, Educational Practice, Employees, *Employer Attitudes, *Employer Employee Relationship, Employers, Employment Practices, Industrial Training, Off the Job Training, Paraprofessional Personnel, *Personnel Policy, *Questionnaires, Rating Scales, Staff Improvement, State Surveys, Test Construction, Training Allowances, *Vocational Development
Identifiers—Colorado

A study was done to (1) identify the practices and attitudes of major Colorado public and private employers toward career development of sub-professional employees, and (2) prepare a self-assessment questionnaire by which employers can compare their practices to those employers of comparable size and type of business. A Likert-style questionnaire was mailed to 244 Colorado employers who employ at least 250 employees. These employers were grouped as (1) mining, manufacturing, and construction, (2) commercial services, (3) wholesale or retail trade, and (4) public institutions and agencies. An analysis of the 138 responses for each of the questionnaire items resulted in several findings in each employer group. One finding for each of the above groups respectively follow: (1) training opportunities are publicized through use of the bulletin board, (2) supervisor recommendations are often used to determine participation in training, (3) participation in training is seldom determined by seniority, and (4) career counseling is often utilized in the planning of training activities. The questionnaire items found to be significant were incorporated into a self-assessment questionnaire for each of the four employer groups. (The appendix comprises approximately one-half of this report and includes a list of employers, the survey questionnaire, tables reporting the item analysis for each of the seventy-two questionnaire items, and a self-assessment questionnaire for each of the four employer groups.) (EM)

ED 151 572 **CE 015 236**

Collins, Charlene R.

Job Development and Placement Services for Vocational Education Learners in Postsecondary Institutions. Annotated and Selected Bibliography. Final Report.

University of Northern Colorado, Greeley. Coll. of Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—30 Sep 77

Contract—G007603722

Note—64p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Adult Development, *Adult Vocational Education, *Annotated Bibliographies, Books, *Career Education, *Cooperative Education, Cooperative Programs, Curriculum Guides, Curriculum Planning, Educational Resources, Job Development, *Job Placement, Job Training, Periodicals, *Post Secondary Education, Program Planning, Resource Materials, Technical Reports, Vocational Development, Work Experience Programs

Identifiers—Colorado, School to Work Transition

Developed for adult vocational educators in Colorado, this annotated bibliography reviews relevant literature and research concerning job development and placement services for learners in postsecondary adult vocational education institutions. The included references relate to postsecondary job development, career education, and vocational cooperative education of the average adult student. The annotations are in four sections. The first section includes four books while the second one covers ten journal articles. Then follows the longest section, which cites seventeen reports, papers, or pamphlets. The last section consists of one unpublished dissertation. Each citation in these sections includes the source (if applicable), author, title, publisher, publisher's city and state, publication date (includes volume, number, and pages, if applicable), and annotation (varying in length from one paragraph to five pages). Some representative titles in each of the four sections are: (1) "The Philosophy for Quality Vocational Education Program," (2) "Community Career Development" and "The Place of The Postsecondary Institutions in Vocational Education," (3) "Career Development Education Kindergarten Through Postsecondary and Adult Levels" and "A Montage of the Mid-Seventies: Issues and Concerns of Vocational Education, Writings of Graduate Students," and (4) "The Nature and Characteristics of Business Education and Training Offered by Business and Industry in a Metropolitan Area with Implications for Community Colleges." A list of ten other selected references concludes this bibliography. (EM)

ED 151 573 **CE 015 237**

Weerts, Michael Victor

Employer Sponsored Career Development Programs for Sub-Professional Employees. Annotated and Selected Bibliography. Final Report.

University of Northern Colorado, Greeley. Coll. of Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—30 Sep 77

Contract—G007603722

Note—54p.; For a related document see CE 015 235

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Abstracts, Adult Education, Adult Vocational Education, Bibliographies, Educational Planning, *Educational Programs, Industrial Training, *Inplant Programs, *Job Training, Occupational Guidance, Off the Job Training, On the Job Training, *Paraprofessional Personnel, Staff Improvement, Technical Education, Trade and Industrial Education, *Vocational Development

The thirty-eight documents annotated here were selected through a multiple mechanical and manual literature search conducted to identify resources which have a specific relationship to the career development of employees in positions requiring less than baccalaureate degree qualifications. Several resources covering the general topic of career development have also been included because of their specific applicability to the topic. All the resources included were selected because of their usefulness in developing general theories of career development for this target population. The abstracts are divided into three categories: books and monographs; journals; and dissertations. A bibliography of seventeen other selected works (not annotated) is also included. (BM)

ED 151 574 **CE 015 238**

Collins, Charlene R.

A Historical and Descriptive Study of Adult Cooperative Vocational Education Programs in Colorado Postsecondary Institutions. Final Report.

University of Northern Colorado, Greeley. Coll. of Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—30 Sep 77

Contract—G007603722

Note—103p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Administrative Problems, Administrator Attitudes, Adult Educators, *Adult Vocational Education, Communication Problems, *Cooperative Education, Cooperative Programs, Educational Coordination, Educational Finance, Educational Practice, *Educational Problems, Junior Colleges, *Post Secondary Education, *Program Administration, Program Coordination, Program Evaluation, Public School Adult Education, *School Statistics, State Surveys, Teacher Attitudes, Technical Institutes, Vocational Education, Vocational Education Teachers, Work Experience Programs

Identifiers—Colorado

A study was undertaken to identify (1) the number and types of cooperative vocational education programs offered by postsecondary institutions to students in Colorado and (2) the variables that affect these programs. A two-part survey was conducted at forty-four postsecondary public institutions which included community-junior colleges, area vocational-technical schools, and local school districts with adult vocational education programs. The first part was mailed to the administrators of these institutions while part 2 was sent to the cooperative vocational coordinators. The findings were these: (1) There is an increase in the number of students enrolled in cooperative vocational education programs at the postsecondary level in Colorado; (2) heavy teaching load, insufficient coordinating time, and distance the coordinator must travel are the major problems identified by coordinators; (3) a breakdown in communications within institutions and within the state was a major problem in gathering valid data; (4) the lack of agreement on terminology is a significant factor in communications breakdown; (5) the current full-time equivalent student (FTE) funding is a determent to the expansion and implementation of cooperative education programs; and (6) conferences and workshops have brought about a nucleus of well-informed leaders within the state to promote cooperative education at the postsecondary level. (Parts 1 and 2 of the survey form are appended.) (EM)

ED 151 575 **CE 015 239**

Peart, Edna E.

An Assessment of Characteristics of Cooperative Agreement between Postsecondary Educational Institutions and Business, Industry, and Labor. Final Report.

University of Northern Colorado, Greeley. Coll. of Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—30 Sep 77

Contract—G007603722

Note—138p.; For a related document see CE 015 234

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Adult Vocational Education, *Contracts, *Cooperative Education, *Cooperative Planning, Cooperative Programs, Educational Accountability, Educational Alternatives, Educational Coordination, Educational Improvement, *Educational Practice, Job Training, National Surveys, Post Secondary Education, *School Industry Relationship, State of the Art Reviews, State Surveys, Work Experience Programs

Identifiers—Colorado, United States

A descriptive study concerning adult cooperative education was conducted to identify types of cooperative agreements, some of the most common elements found on written agreement forms and whether these elements can be considered essential to any agreement, discrepancy between what is advocated in the literature concerning cooperative agreements and what is being practiced, and alternatives to writing formal written agreements. Sixty-three agreement forms were collected through (1) interviews and surveys of representatives from various agencies, postsecondary institutions having adult cooperative education programs, and proprietary schools in Colorado, (2) a national survey of postsecondary cooperative education directors, and (3) the literature review. The conclusions were as follows: (1) Five types of postsecondary level cooperative education agreements exist: apprenticeship, work-study, traditional, behavioral objective, and Civil Service; (2) although the essential characteristics which constitute an agreement were not determined, ten related categories were developed which could serve as a guide for constructing agreement forms; (3) the literature advocates that agreements be written but a substantial number of cooperative education programs rely on oral agreements; and (4) alternatives to writing agreements include the matching of the students' competencies to the employer's job description. (The survey forms, a frequency chart of agreement characteristics, and several agreement forms are appended.) (EM)

ED 151 576 **CE 015 240**

Postsecondary Conference on Education/Work. Final Proceedings (Greeley, Colorado, January 25-28, 1977).

University of Northern Colorado, Greeley. Coll. of Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—30 Sep 77

Contract—G007603722

Note—159p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Adult Vocational Education, Conference Reports, Continuous Learning, *Cooperative Education, Cooperative Programs, Educational Improvement, Educational Planning,

Educational Practice, Job Placement, Job Training, *Post Secondary Education, Program Administration, *Program Development, Program Evaluation, *Program Improvement, *Program Planning, Statewide Planning, Vocational Education, Work Experience Programs
Identifiers—Colorado

The conference reported here was designed to encourage practitioners and other educational decision makers to improve, expand, and/or install programs of education/work in postsecondary institutions of Colorado. The objectives, program, and conference proceedings from each of four sessions are presented. Session one, an overview, consists of several presentations and a task groups caucus. Some representative titles of the presentations are "Job Development and Placement Services", "Cooperative Education Programs", and "Cooperative Vocational Education Programs in Colorado". Session two involves two presentations on postsecondary education/work programs (one concerning the conceptual framework and the other on practices and promises), a task groups caucus, and a report of the task groups leaders on how to plan, design, implement, and maintain effective programs and services of education/work in Colorado. The third session covers seven symposium presentations on perceptions, expectations, and recommendations for Colorado postsecondary programs of education/work followed by a forum between the symposium presenters and a seven-member panel. Session four includes two presentations with the following titles: "Career Assistance and Placement Services–A Report from Triton College" and "Education/Work–Recommendations/Strategies/Challenges for Postsecondary Institutions in Colorado." The appendix includes two additional papers and the participants' evaluation form and their responses. (EM)

ED 151 577 CE 015 241

A Job with the Forest Service. A Guide to Nonprofessional Employment. Miscellaneous Publication No. 843. Revised.
Forest Service (DOA), Washington, D.C.
Pub Date—Aug 77
Note—22p.; Map may not reproduce clearly
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Employment Opportunities, *Employment Qualifications, *Forestry Aides, *Forestry Occupations, Government Employees, *Occupational Information, *Paraprofessional Personnel
Identifiers—United States

The following questions are answered in this guide to nonprofessional employment with the U.S. Forest Service: What does the Forest Service do? What kind of work can a nonprofessional find in the Forest Service? How important are the nonprofessional workers to the Forest Service? What kind of experience does one need to qualify for a nonprofessional job? Are there any schools in the United States that will prepare a person for the position of forestry technician or forest- and range-fire control technician? Will taking correspondence courses help a person get a job with the Forest Service? What are the starting salaries for nonprofessionals? How are higher grade nonprofessional positions filled? Are civil service examinations required of applicants? Can physically handicapped persons or noncitizens be employed as nonprofessional workers? and Are employment opportunities equal for all? A list of regional addresses to write for further information about the Forest Service and civil service examinations are included. (BM)

ED 151 579 CE 015 244

Stern, Barry E.
Toward a Federal Policy on Education and Work.
Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Pub Date—Mar 77
Note—183p.; Contains occasional small type
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01689-3, $2.75)
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors—Adult Programs, *Adults, Career Change, *Career Education, *Change Strategies, Educational Finance, Educational Needs, Employment Opportunities, Employment Trends, Federal Government, Information Needs, Information Systems, Job Development, Job Skills, Job Training, *Policy Formation, Program Budgeting, Program Costs, Program Development, Program Effectiveness, Program Planning, Public Policy, Research Needs, Skill Development, Socialization, Vocational Education, Work Experience, *Youth, Youth Employment, Youth Programs
Identifiers—United States

Aspects of the relationship between education and work (career education) for youths and adults and directions for future federal policy in this area are identified in this document. Part 1 examines the problems that youths face in making a successful transition from school to work, including knowledge of the labor market, self-knowledge of abilities and aptitudes, occupational socialization, certifying competencies, and assistance in finding work and developing job seeking skills. Effectiveness of current programs in addressing these problems is also discussed. It is suggested that the Vocational Education Act or the Comprehensive Employment and Training Act (CETA) be amended to effect the provision of school-based placement services and establishment of state career information systems. It is also contended that federal activities in the areas of certification of competencies, occupational socialization, and self-knowledge of abilities and aptitudes fall within the categories of research and development or technical assistance and training and could be funded under current discretionary authority and budget levels. Part 2 addresses the problems which adults face in finding opportunities to change their career or life directions and the inequitable distribution of work in American society. Recommendations for federal policy focus on research on career and life redirection and renewal, career information and guidance systems, time-income tradeoff and work scheduling options, and leave-of-absence without pay. Implementation of these recommendations is discussed. (TA)

ED 151 580 CE 015 246

A Monitoring and Assessment Plan for the Youth Employment and Demonstration Projects Act of 1977.
Employment and Training Administration (DOL), Washington, D.C.
Pub Date—77
Note—21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Administrative Problems, Demonstration Projects, *Evaluation Methods, Federal Legislation, Job Training, *Organization, *Program Administration, Program Coordination, Program Effectiveness, *Program Evaluation, Quality Control, Time Perspective, Youth Employment, Youth Opportunities, *Youth Programs
Identifiers—*Youth Employment and Demonstration Projects Act

Intended as a general blueprint for monitoring and assessing activities under the Youth Employment and Demonstration Projects Act of 1977, this document discusses the expected constraints, evaluation and assessment tools, the analytic framework, and monitoring and review schedule. Five problem areas are recognized as potential constraints in implementation of the project activities. To minimize these problems, a complete spectrum of analytic tools is suggested, including the following assessment and evaluation approaches: office of youth programs issue papers, grant narratives, program data, continuous longitudinal manpower survey, national longitudinal survey, outside monitoring and assessment network, regional office assessment reviews, national office reviews, and impact assessments. The analytical framework suggested is based on ten basic principles, assumptions, and goals which include the following elements: knowledge development, youth participation, serving those most in need, avoiding substitution, minimizing overhead, institutional change, service deliverers, program integration, and implementation. Finally a detailed schedule for the implementation of the assessment efforts is presented. (BM)

ED 151 581 CE 015 247

A Plan for the Study of Vocational Education. Transmitted to the Congress by the National Institute of Education December 30, 1977.
National Inst. of Education (DHEW), Washington, D.C.
Pub Date—30 Dec 77
Note—62p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Consumer Education, Educational Assessment, Educational Change, Educational Finance, Educational Legislation, Federal Aid, Federal Legislation, Homemaking Education, Longitudinal Studies, *National Surveys, Program Descriptions, *Program Effectiveness, *Program Evaluation, Project Applications, *Research Proposals, *Vocational Education
Identifiers—*Education Amendments 1976

In accordance with the Education Amendments of 1976 (P.L. 94-482), this document contains the plans proposed by the National Institute of Education (NIE) for undertaking a thorough evaluation and study of vocational education programs in the United States. Divided into four parts, the plan addresses four areas which were mandated by P.L. 94-482: (1) a study of the distribution of vocational education funds in terms of services, occupations, target populations, enrollments, and educational and governmental levels and what such distribution should be in order to meet the greatest human resource needs for the next ten years; (2) an examination of how to achieve compliance with and enforcement of the provisions of applicable laws of the United States; (3) an analysis of the means of assessing program quality and effectiveness; and (4) a review and evaluation of programs funded under the consumer and homemaking education provisions of the law. The plan itself is designed to make certain that the undertaking will result in a description of the vocational education enterprise nationally and a systematic account of the changes in the vocational education enterprise that can be attributed to the Education Amendments Act of 1976. The following information is appended to this plan: the study mandate set forth by the Education Amendments of 1976; vocational education study budget estimates; and proposed time schedules for completing each section of the study. (BM)

ED 151 582 CE 015 249

Cowan, Douglas K.
Comparative Occupational Survey of USAF Civilian and Military Members in Three Civil Engineering Specialties. Final Report for Period 1 October 1975-31 August 1977.
Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.—AFHRL-TR-77-78
Pub Date—Dec 77
Note—31p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Bricklayers, *Carpenters, Civil Engineering, Cluster Grouping, Comparative Analysis, *Government Employees, *Job Analysis, Job Skills, Job Training, *Military Personnel, Occupational Information, Occupational Surveys, *Plumbing, Task Performance, Tenure, Vocational Aptitude, Work Attitudes

Identifiers—Air Force, United States

Military and civil service carpenters, masons, and plumbers were surveyed using a job inventory checklist and relative time spent rating method along with background item responses. Job clustering and job typing of combined responses were performed and comparisons were made between civilian and military groups as well as comparisons between the two groups on several background variables. Data revealed that civilian and military members in the respective specialties are performing approximately equally. Significant differences were found between the two groups in the number of tasks performed, job difficulty, months in job, job interest, and job utilization of training and talents. Overall job interest and job utilization of training and talents were found to be relatively high for both civilian and military members. (Author/BM)

ED 151 585 CE 015 253

Lambert, Roger H. And Others

A Bibliography of Materials for Environmental Education. First Edition, 1978.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Wisconsin Environmental Education Council, Madison.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.; Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.

Pub Date—78

Note—42p.

Available from—Publications Unit, Room 342, Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 321 Education Building, Box 49, Madison, Wisconsin 53706 (No. 199, $2.-00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Audiovisual Aids, *Classroom Materials, *Conservation Education, Cultural Environment, Ecology, Economic Climate, Energy Conservation, *Environmental Education, Land Use, Natural Resources, Nature Centers, Pollution, Population Growth, *Resource Materials, Social Environment, Teacher Education, *Vocational Education, Waste Disposal

This bibliography of materials for environmental education was designed to assist educational personnel in the following ways: by encouraging and supporting curriculum development and instructional activities in vocational education and career development throughout Wisconsin through collection and dissemination of appropriate materials on a free loan basis; by supplementing and complementing efforts of state educational agency staff and school district personnel in identifying needed resources for use in instructional workshops and with other developmental activities; and by encouraging use of resource materials and services in all appropriate programs of teacher education and in classroom implementation. The entries in this bibliography are divided into the following categories: environmental education (general), ecology (general), natural resources, energy, land use, pollution, solid wastes, population, and economic/-social/cultural environment. For most citations addresses and price are listed for availability from the original source. A list of Wisconsin's nature study centers and a list of audiovisual materials sources are appended. (BM)

ED 151 586 CE 015 256

Tate, Donald J., Ed. Haskinson, Robert E., Ed.

Evaluation and Accountability in Business Education. National Business Education Yearbook, No. 16.

National Business Education Association, Washington, D.C.

Pub Date—78

Note—285p.

Available from—National Business Education Association, 1906 Association Drive, Reston, Virginia 22091 ($10.00)

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors—Accountability, Accounting, Behavioral Objectives, Bookkeeping, *Business Education, Clerical Workers, Curriculum Evaluation, Distributive Education, Economic Education, *Educational Accountability, Evaluation Methods, *Program Evaluation, Stenography, Student Evaluation, Teacher Evaluation, Test Construction, Testing Programs, Typewriting, Yearbooks

Identifiers—National Business Education Association

This yearbook of the National Business Education Association contains twenty-three articles and is divided into five parts. The first part, entitled Managing Learning by Behavioral Objectives, contains articles on the theory of behavioral objectives, strengths and weaknesses of behavioral objectives, and the status of behavioral objectives in business education. The second part, Accountability in Business Education, deals with the theory of accountability in education, student and teacher accountability, administrator accountability, and employer accountability. Evaluation in Business Education, the third part, deals with the theory of educational evaluation, evaluating students, and evaluating teachers, as well as the implications of legislation relating to confidentiality of student records, and student follow-up and program evaluation systems. Part 4 contains three articles relating to testing programs. And the fifth part, Evaluation of Instructional Objectives Through Grading, contains articles on typewriting, the clerical area, stenography, accounting, business and economics, distributive education, cooperative programs, and business communication. (BB)

ED 151 608 CE 015 583

Sawyers, Betty A.

The Public's Perception of Secondary Vocational Education in Indiana. Technical Report Number Three.

Indiana Univ., Bloomington. Research Dissemination Service.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date—Dec 77

Contract—SBVTE-82-77-III-12

Note—60p.; Not available in hard copy due to small print in original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Attitudes, *Educational Assessment, *Educational Attitudes, Elementary Secondary Education, Employer Attitudes, Parent Attitudes, *Program Effectiveness, Program Evaluation, Program Improvement, *Public Opinion, State Surveys, Status, Student Opinion, Teacher Attitudes, *Technical Education, Vocational Education

Identifiers—Indiana

A study was done to define the general image of vocational-technical education in Indiana as represented by a statistical sampling of respondents from a variety of categories of the general public, including junior and senior high school students, elementary and secondary teachers and school personnel, parents, and employers. A stratified random sample of twelve school systems was selected from a total population of 341 systems in Indiana. Utilizing a sixty-two item instrument, telephone interviews were conducted with 399 respondents. The conclusions were the following: (1) vocational education in Indiana is perceived more favorably than unfavorably; (2) the program areas within vocational education are not all viewed in the same manner by the population; (3) perceptions and opinions of vocational education are influenced more by personal and physical exposure to vocational education programs than by indirect or passive means; (4) school personnel have the rather negative perception that vocational education is low status; (5) junior high students, senior high students, parents, school personnel, and employers differ in their perceptions of various aspects of vocational education; and (6) respondents are not decisive regarding the appropriate levels at which career education should be included in the educational program. Five concise recommendations based on these findings are offered. (The interview instrument is appended.) (EM)

ED 151 611 CE 015 608

Sellers, Lois Ann, Comp. Gordon, Ruth, Comp.

Current Projects in Vocational Education FY 1977. Abstracts of Projects Supported in Fiscal Year 1977 under the Vocational Education Amendments of 1968 (Parts C, D, I and J).

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Feb 78

Contract—300-75-0141

Note—248p.; For a related document see ED 138 782

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—*Abstracts, Activities, Adult Education, *Bilingual Education, Counseling Services, *Curriculum Development, *Demonstration Projects, Educational Administration, Educational Improvement, Educational Legislation, *Educational Research, Federal Legislation, Guidance Programs, Instructional Materials, Objectives, Placement, Post Secondary Education, Sex Discrimination, Sex Stereotypes, Staff Improvement, *Vocational Education, Vocational Followup, Work Experience Programs

Identifiers—Vocational Education Amendments 1968

Following a narrative introduction and list of project titles, the abstracts are arranged alphabetically by state within each of the following four sections that represent parts of the Vocational Education Amendments of 1968 under which funding was obtained: Part C, research (97 projects); Part D, demonstration (66 projects); Part I, curriculum development (14 projects); and Part J, bilingual vocational training (22 projects). The Part C projects are grouped according to the following priority areas: equal access and opportunities; sex-role stereotyping and sex bias; education and work program; adult and postsecondary vocational education; curriculum management and instructional materials; personnel development, comprehensive systems of guidance, counseling, placement, and follow-through; administration at the state and local level, and special projects of national significance. Part D projects are grouped by experience-based career education, cluster projects, and work experience and cooperative vocational education. The information provided for each project includes application number, contract or grant number, title, principal investigator and organization, funding period and an abstract summarizing project objectives, procedures, and expected contribution to education. The projects are indexed by application number, principal investigator, and state. (Author/BM)

ED 151 612 CE 015 610
Bailey, Larry J.
A Model Policy Statement on Career Education for Use by State and Local Education Agencies.
Pub Date—Mar 78
Note—14p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Board of Education Policy, *Career Education, Curriculum Planning, *Definitions, Educational Planning, Educational Programs, *Models, Policy, *Policy Formation, Program Design, School Planning, School Policy, Statewide Planning

Designed for writers of state and local career education plans and projects who are required to make statements of policy when applying for funds, this model policy statement contains eight major justifications for career education. Career education is defined as the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living. Next, the statement gives a primary role of career education, which is to facilitate concepts, attitudes, and skills related to the career development aspects of general growth and learning, and a secondary role–to help facilitate basic academic skills through the infusion of work-related concepts and activities into academic subject areas. The rest of the paper is devoted to amplification and further delineation of the primary and secondary role of career education. A bibliography is included. (BB)

ED 151 613 CE 015 619
Legg, Marilyn R.
A Progress Report of Activities in "To Study a Program to Overcome Sex Bias Barriers in Women's Qualifications for Vocational Administration Posts."
Pub Date—4 Dec 77
Note—23p.; Paper presented at the Guidance Division Interest Section of the American Vocational Association Convention (Atlantic City, New Jersey, December 4, 1977) ; Appendix may reproduce poorly due to type size
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Administrative Personnel, Administrator Background, Administrator Education, *Administrator Qualifications, Administrator Selection, Careers, Females, *Occupational Surveys, *Questionnaires, *Sex Discrimination, Test Construction, *Vocational Education, Vocational Education Teachers

One of four phases has been completed in a study conducted at Kansas State University of sex-bias barriers in women's qualifications for vocational administration posts. The project's objective is to improve the probability that women may be able to move into vocational administration. The first phase, a field survey in the form of a mail questionnaire, was designed to create a realistic picture of qualifications needed for vocational education administration in Kansas from demographic data collected on present vocational administrators. In addition, demographic data was gathered on women to give input into qualification areas needing development. The survey measures women's views of the importance of administrative functions of vocational education, the factors contributing to women's underrepresentation in vocational administration, and the importance of qualifications in the hiring of administrators. These views are to be compared to those held by the predominately male vocational administrators and heads of policy boards. The survey also measures women's confidence in their ability to perform administrative functions and their aspirations for further education and vocational administration positions. Finally, the survey describes the employment picture for vocational administration in Kansas. The second phase of this project is to develop and validate a procedure for equating unpaid volunteer experience with traditional paid work experiences. This phase is still in the planning stage. (The basic four-page questionnaire is appended.) (BB)

ED 152 955 CE 011 874
Thompson, Velma M.
Government Policies to Induce Efficient Retraining Decisions.
Rand Corp., Santa Monica, Calif.
Report No.—P-5736
Pub Date—Nov 76
Note—25p.; For a related document see ED 147 647
Available from—The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 ($1.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Educational Finance, *Employment Programs, Federal Programs, Financial Support, *Government Role, Job Training, Mothers, *Policy Formation, *Retraining, Student Financial Aid, Training Allowances, Unemployed, Unemployment, Unemployment Insurance, Womens Education
Identifiers—United States

In periods of nonrecessionary activity, United States government policymakers should subsidize retraining as they subsidize job search by way of the unemployment compensation system. The retraining subsidy to a person who is faced with a reduced demand for his services from his current job should be about the same order of magnitude as the job-search subsidy provided by the unemployment compensation system. Also, the subsidy should support both institutional and on-the-job retraining, be provided to both men and women, and be administered by the public Employment Service. An additional return from improving the allocation between search and retraining is the reduction of the unemployment rate as conventionally measured in the United States. There is an economic rationale for the subsidization of college-level training for middle-class women who have stayed home with their children until the children have reached school age. A large proportion of these women will train their children inefficiently without such a subsidy. This rationale also justifies the extension of these opportunities for such women beyond the urban areas where the existing college-level training programs tend to be concentrated. (EM)

ED 152 956 CE 012 136
Mills, Gladys H.
Bibliography. ECS Annual Meeting Bibliography, May 1976.
Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.
Pub Date—May 76
Note—20p.
Available from—Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, Colorado 80203
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Bibliographies, *Career Education, Disadvantaged Groups, Educational Legislation, Educational Resources, Elementary Secondary Education, Employment, Exceptional Persons, Federal Legislation, Program Administration, Resource Guides, Vocational Education
Identifiers—United States

This selected bibliography on career education was developed to identify publications and resources for use by school administrators, governors, legislators, teachers and others in decision making at their respective levels of governance. Listed alphabetically by author or title, the 180 entries (books, journals, technical reports, and government publications) are referenced by subject in the index. Each entry includes the appropriate bibliographic information, such as author, title, journal, publisher, publication date, and pages. Topics listed in the index are adult education, alternative education, bibliographies, CETA (Comprehensive Employment and Training Act of 1973), chamber of commerce, Council of Chief State School Officers, correctional education, disadvantaged, early childhood, economics, Education Commission of the States, facilities, futurism, gifted, handicapped, industry, labor, labor market, legislation, MDTA (Manpower Development Training Act), manpower, minorities, National Institute of Education, National Manpower Institute, National Society for the Study of Education, occupational education, parents, postsecondary education, reading, states, teachers, U.S. Office of Education, Office of Career Education, vocational education, Vocational Education Act of 1963, Vocational Education Amendments of 1968, women, work, and youth. A list of specialized information centers for career education concludes this bidliography. (EM)

ED 152 958 CE 013 431
Hole, F. Marvin And Others
Coordinated Inservice Activities for Part-Time Adult Vocational Teachers in Pennsylvania. Final Report. Vocational-Technical Education Research Report. Monograph No. 3, Vol. 15, No. 9.
Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date—Jul 77
Note—62p.; For related documents see ED 147 473, ED 150 281 and CE 015 181
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Adult Students, *Adult Vocational Education, Educational Needs, *Inservice Teacher Education, Needs Assessment, *Part Time Teachers, Program Development, Special Education, *State Programs, State Surveys, Teacher Characteristics, Teaching Methods, *Vocational Education Teachers

A project surveyed adult vocational teachers in Pennsylvania to determine their demographic characteristics and their perceived inservice needs and to design and conduct activities to address those needs. The survey instrument, after field testing and revision, contained ninety-five items subdivided into three parts: demographic data, data on inservice needs, and data on preferences for inservice activities; it was administered by mail to a total of 4,141 teachers, 1,390 of whom completed and returned it. Competency areas identified for inclusion in the inservice activities were the following: (1) providing special instruction or assistance to second language students; (2) providing special instruction or assistance to disadvantaged or handicapped students; (3) assisting students in career, orientation and job placement; and (4) relating instruction to the culturally different student. Based on the surveyed needs, ongoing inservice activities were developed in the form of two classes: Methods of Teaching in Adult Vocational Education and Meeting the Special Needs of the Adult Vocational Learner. These were presented at four locations in Central Pennsylvania, and the demographic and inservice needs assessment information was disseminated throughout the state. Participants demonstrated increased awareness of the major concerns in adult vocational education and competence included methods and techniques of teaching based on the evaluation of class activities. (Demographic and survey information and statistics are presented throughout the project report. Conclusions and recommendations are also presented. Appended information includes letters to adult vocational instructors, the survey instrument, and course descriptions and outlines.) (DTT)

ED 152 959 CE 013 792
Fardig, Glen E.
A Program of Training for Installing Competency-Based Vocational Instruction. Final Report.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Educa-

tion, Columbus. Div. of Vocational Education.
Pub Date—Nov 77
Note—108p.; For related documents see CE 013 793-795, CE 014 160-161, and CE 014 260
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Annotated Bibliographies, *Institutes (Training Programs), Instructional Materials, *Management, *Performance Based Education, Performance Based Teacher Education, Program Administration, *Program Development, Teacher Education, Teacher Educator Education, *Teaching Skills, *Vocational Education

The purpose of this project was to aid vocational teacher education in preparing teachers to install and manage competency-based vocational programs. The project activities included a national workshop for leadership personnel from eleven selected institutions, a series of on-site training workshops for teacher education faculty at the participating institutions, and technical assistance to these institutions. Results of the project included the following products: a list of identified teacher competencies needed for installing and managing competency-based vocational programs; an annotated bibliography of competency-based vocational training materials (both the competency list and the annotated bibliography are appended to this document); and two prototype teacher education modules using the competency-based approach (included separately in the ERIC system, CE 013 794-795). During the national workshop and the on-site workshops approximately 225 vocational teacher educators and other leadership personnel received training. Special training packages were developed to assist in the delivery of this teacher educator training (CE 013 793). Response by the participants to the workshops, the products and materials, and the cooperative efforts of the project staff were very favorable. (Similar training activities and training packages presented as a part of the second phase of the National Institute for Performance Based Teacher Education are reported in ERIC documents CE 014 260, CE 014 160, and CE 014 161.) (Author/BM)

ED 152 960 CE 013 793

Harrington, Lois G. And Others
Train Educators to Install Competency-Based Vocational Instruction. Module CBI-101.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Pub Date—Feb 77
Note—90p.; For related documents see CE 013 792-795, CE 014 160-161, and CE 014 260
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Educational Objectives, *Institutes (Training Programs), *Learning Activities, *Management, *Performance Based Education, Performance Based Teacher Education, Program Administration, *Program Development, Teacher Educator Education, Teacher Evaluation, *Vocational Education

Designed to be utilized in a national workshop conducted to aid teacher educators in preparing vocational education teachers to install and manage competency-based instruction, this training module follows the format and structure employed in the performance-based teacher education (PBTE) curricula materials developed by the Center for Vocational Education (Columbus, Ohio). Both this competency-based training module and the Center's PBTE curricula materials include the following major components: cognitive learning activities, practice activities, feedback, and assessment activities. The terminal objective for this training module, and for the national workshop itself, is to train educators to install competency-based instruction (CBI). Likewise, the enabling objectives of this module correspond to the national workshop training objectives and include the following: demonstrate knowledge of the principles which should underlie any CBI program; demonstrate knowledge of how to orient students to CBI; demonstrate knowledge of the activities involved in managing a CBI program; demonstrate knowledge of how to use PBTE materials to train teachers to use CBI; and plan how to implement the CBI training program and to orient the persons involved. A detailed report of the national workshop (CE 013 792) and related PBTE training activities and materials (CE 013 794-795; CE 014 260; and CE 014 160-161) are also available in the ERIC system. (BM)

ED 152 961 CE 013 794

Jones, Joan Quinn, Karen
Orient the School and Community to Competency-Based Instruction. Module K-1. Performance Element Nos. CBI 5, 6, 7, 8.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Pub Date—Aug 77
Note—59p.; For related documents see CE 013 792-795, CE 014 260, and CE 014 160-161
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Community Support, Curriculum Guides, Educational Objectives, Inservice Teacher Education, *Learning Activities, Learning Experience, Management, *Performance Based Education, Performance Based Teacher Education, Post Secondary Education, Preservice Education, Program Administration, Program Development, School Community Relationship, *School Involvement, Secondary Education, Teacher Evaluation, Teaching Skills, *Vocational Education

Intended to be utilized as an instructional unit in preservice or inservice vocational teacher education or as a part of a total performance-based teacher education (PBTE) program, this module is one of two competency-based modules developed to train vocational personnel how to install and manage competency-based instructional (CBI) programs. The two modules were designed as prototypes for the development of an entire series of teacher education modules intended to provide training in all the forty-five teacher competencies identified as being essential to the installation and management of CBI in secondary and postsecondary schools. (The full list of competencies, its development, and plans for the additional modules are described in a separate report, CE 013 792.) The format and structure of the modules include the following components: cognitive learning experiences; practice and planning experiences; alternative and optional experiences; application experiences; and assessment. The terminal objective of this module is to orient the school and community to CBI while working in an actual school situation. Providing the user with the background information on the need for and characteristics of CBI, this module also provides the following two practice activities to help the user apply this information in explaining CBI to members of the school and community: (1) critique the performance of a teacher in a given case study describing the basic concepts of CBI and (2) critique the performance of teachers in given case studies in orienting the school and community to CBI. (BM)

ED 152 962 CE 013 795

Fardig, Glen Quinn, Karen
Organize the Vocational Program to Install Competency-Based Instruction. Module K-2. Performance Element Nos. CBI 25, 26, 27, 34.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Pub Date—Aug 77
Note—43p.; For related documents see CE 013 792-794, CE 014 260, and CE 014 160-161
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Educational Objectives, Inservice Teacher Education, *Learning Activities, *Management, *Performance Based Education, *Performance Based Teacher Education, Post Secondary Education, Preservice Education, Program Administration, *Program Development, Secondary Education, Teacher Evaluation, Teaching Skills, *Vocational Education

Intended to be utilized as an instructional unit in preservice or inservice vocational teacher education or as a part of a total performance-based teacher education program, this module is one of two modules developed to train vocational personnel how to install and manage competency-based instructional (CBI) programs. These two modules were designed as prototypes for the development of an entire series of teacher education modules intended to provide training in all the forty-five teacher competencies identified as being essential to the installation and management of CBI in secondary and postsecondary schools. (The full list of competencies, its development, and plans for the additional modules are described in a separate report, CE 013 792). The format and structure of these modules include the following components: cognitive learning experiences; practice and planning experiences; alternative and optional experiences; application experiences; and assessment. The terminal objective of this module is to organize the vocational program to install CBI. Providing the user with the background information about the organization and management of CBI, this module also provides the following two practice activities to help the user apply this information in installing a CBI system: (1) demonstrate knowledge of the principles and procedures involved in organizing a vocational program for the installation of CBI and (2) critique the performance of a teacher in a given case study describing how the teacher organized and managed a vocational program for CBI. (BM)

ED 152 963 CE 014 105

Faust, John R.
A Model Program for the Articulation of Secondary and Post-Secondary Vocational Education Programs in New Hampshire. Final Report.
Keene State Coll., N.H.
Spons Agency—New Hampshire State Dept. of Education, Concord. Vocational-Technical Education Div.
Pub Date—Sep 77
Note—120p.; Not available in hard copy due to marginal legibility of original document; For a related document see CE 014 106
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Articulation (Program), Educational Objectives, Occupational Clusters, Performance Based Education, Pilot Projects, *Post Secondary Education, *Secondary Education, Skills, Task Analysis, Teacher Workshops, Trade and Industrial Education, *Vocational Education
Identifiers—New Hampshire

This report describes and evaluates a project that was designed to establish a model process for vertical curriculum articulation involving secondary and postsecondary instructors of selected occupational programs. The process consisted essentially of three phases: (1) an initial workshop in which participants were provided with formal instruction in the skills and knowledge needed to utilize job family clustering, task analysis, and performance-based instructional objectives in the articulation process; (2) a joint workshop in which members of articulation teams (secondary and postsecondary instructors of a common subject) met for the purpose of articulating their individual programs (which included mutual examination of course content, course objectives and skill levels, and joint determination of objective and skill levels); and (3) an advisory panel meeting in which outside advisors reviewed the results of the articulation effort and made comments on general and specific aspects of the project. (The project was considered successful by the director, the participants, and the advisory panel members; it was also viewed favorably by a third-party evaluator, whose review is included as a part of the report.) Among appended materials, which together constitute slightly more than half of the report, are the following: (1) Sample Skill Chart; (2) Instructional Learning Package for Articulation; (3) Sample Curriculum Articulation Objective Sheet; and (4) Sample of Completed Articulation Materials Sent to Advisory Panelists. (DTT)

ED 152 964 CE 014 106

The Articulation of Secondary and Post-Secondary Vocational Education Programs. Workshop Products.

Keene State Coll., N.H.

Spons Agency—New Hampshire State Dept. of Education, Concord. Vocational-Technical Education Div.

Pub Date—[77]

Note—281p.; Not available in hard copy due to marginal legibility of original document; For a related document see CE 014 105

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Articulation (Program), Child Care Occupations, Cooking Instruction, *Educational Objectives, Electrical Occupations, Electronics, Health Occupations, Home Economics Education, Job Training, Mechanics (Process), *Occupational Clusters, Post Secondary Education, Secondary Education, Tables (Data), *Task Analysis, Trade and Industrial Education, *Vocational Education, Welding

Identifiers—New Hampshire

As a result of the cooperative efforts in articulation by secondary/postsecondary instructor teams, six packages representing the occupational areas of child care, culinary arts, electronics, health occupations, power mechanics, and industrial welding were developed. Each package contains the following three components: a series of job titles sharing the same skill base (job family cluster); an analysis of tasks associated with one or more of the job titles; and the measurable instructional objectives used to conduct training in the job skills. Results of the articulation showed that some low level entry jobs are trained for exclusively at the secondary level and that some high level jobs are trained for exclusively at the postsecondary level, and that a third group (referred to as "articulated") may be taught at either level with the only variable being the depth and emphasis of training reflected by the instructional objectives. (BM)

ED 152 965 CE 014 160

Harrington, Lois And Others

Adapt, Utilize, and Implement PBTE Curricular Materials. Module X-102.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—Nov 76

Note—71p.; For related documents see CE 014 161, CE 014 260, and CE 013 792-795

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Educational Objectives, Inservice Teacher Education, Institutes (Training Programs), *Learning Activities, *Management, Performance Based Education, *Performance Based Teacher Education, Program Administration, *Program Development, Teacher Evaluation, *Teacher Workshops, *Vocational Education

One of two workshop modules developed to be used in training vocational teacher education personnel how to adapt, utilize, and implement performance-based teacher education (PBTE) curricula materials, this module (X-102) was specifically designed for the large number of teacher educators and other leaders who participated in the twenty-four on-site workshops conducted as a part of the National Institute for Performance-Based Teacher Education, Second Phase. (Included in the ERIC system in separate documents are a final report of the national institute, CE 014 260, and the other workshop module, CE 014 161, which was designed for the leadership teams who attended the two national workshops.) This module contains an introduction and six sequential learning experiences. An overview precedes each learning experience and provides a brief description of the activities involved. The first five learning experiences are designed to provide needed background information and practice situations. The final learning experience requires that the user adapt, utilize, and implement PBTE vocational curricula within his own institution. (A report of a subsequent PBTE national workshop and related training materials are also available in the ERIC system under the following CE numbers: 013 792-795.) (BM)

ED 152 966 CE 014 161

Harrington, Lois G. And Others

Adapt, Utilize, and Implement PBTE Curricular Materials. Module X-101.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—Oct 76

Note—114p.; For related documents see CE 014 160, CE 014 260, and CE 013 792-795

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Educational Objectives, Inservice Teacher Education, *Institutes (Training Programs), *Learning Activities, *Management, Performance Based Education, *Performance Based Teacher Education, Program Administration, *Program Development, Teacher Evaluation, Teacher Workshops, *Vocational Education

One of two workshop modules developed to be used in training vocational teacher education personnel how to adapt, utilize, and implement performance-based teacher education (PBTE) curricula materials, this module (X-101) was specifically designed for the leadership teams who attended the two national workshops conducted as a part of the National Institute for Performance-Based Teacher Education, Second Phase. (Included in the ERIC system in separate documents are a final report of the national institute, CE 014 260, and the other workshop module, CE 014 160, which was designed for the teacher educators and other leaders who participated in the institute's twenty-four on-site workshops.) This module contains an introduction and seven sequential learning experiences. An overview precedes each learning experience and provides a brief description of the activities involved. The first six learning experiences are designed to provide needed background information and practice situations. The final learning experience requires that the user adapt, utilize, and implement PBTE vocational curricula within his own institution. (A report of a subsequent PBTE national workshop and related training materials are also available in the ERIC system under the following CE numbers: 013 792-795). (BM)

ED 152 967 CE 014 260

Norton, Robert E. And Others

National Institute for Performance-Based Teacher Education. Second Phase: 1976-1977. Final Report.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—Nov 77

Contract—G05-76-00038

Note—199p.; For related documents see CE 011 533, CE 014 160-161, and CE 013 792-795

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Inservice Teacher Education, *Institutes (Training Programs), *Instructional Materials, Management, Performance Based Education, *Performance Based Teacher Education, Program Administration, *Program Development, Program Improvement, Resource Staff Role, *Teacher Workshops, *Technical Assistance, Vocational Education

The purpose of the National Institute for Performance-Based Teacher Education (PBTE) was to provide for improving the quality of vocational teacher preparation by developing the skill of selected teacher educators, staff development leaders, and other decision makers to adapt, utilize, and implement PBTE concepts and curricular materials. Personnel from twenty-five institutions representing twenty-one different states participated in the institute. The institute consisted of a series of instructional components including two national workshops for leadership personnel, twenty-four on-site workshops for training additional resource persons at each of the participating institutions, and follow-up technical assistance to facilitate the implementation process. In addition to the workshops conducted and the technical assistance provided, two workshop PBTE modules (CE 014 160-161) and a fifteen-minute color slide/tape presentation on the role of the resource person were disseminated. Feedback from the two national workshops and the on-site workshops was very positive, and the stated objectives of the institute were successfully accomplished. (Two-thirds of this report consists of an appendix which includes a description of the PBTE curricula materials used in the institute, the script of the color slide/tape presentation, final reports of the participating institutions, and other related materials. A report of a subsequent PBTE national workshop and related training materials are also available in the ERIC system under the following CE numbers: 013 792-795.) (Author/BM)

ED 152 969 CE 014 286

Smalley, Shirley

A Plan for the Research, Development and Implementation of a Comprehensive Health Occupations Education Program. Project H.O.P.E. Final Report.

New Castle Community School Corp., Ind.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.

Report No.—16-76T-D2

Pub Date—31 Aug 77

Note—1,237p.; Not available in hard copy due to reproducibility problems

EDRS Price MF-$2.17 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum Development, Health Occupations, *Health Occupations Education, Information Systems, Inservice Teacher Education, Learning Modules, Material Development, Occupational Information, *Performance Based Education, *Performance Based Teacher Education, *Program Development, *State Programs, Statewide Planning, Systems Development, Teaching Skills

Identifiers—Indiana

The major objective of the three-year project reported here was to develop a long-range planning and management system for a comprehensive health occupations education program for the State of Indiana. The body of the report is a summary outline of the project's three components, each of which corresponded to one of the three objectives: (1) to develop a relevant inservice program to meet professional development needs of health occupations instructors and to develop a competency-based teacher training program for the future preparation of health occupations educators; (2) to develop a performance-based student training program; and (3) to develop a system for providing information services to teachers, teacher-trainers, students, and others. The bulk of the report consists of three appendixes, one for each component, each containing an overview and some or all of the products of the component. For example, included in section one, which focused on development of a teacher-trainer system design model, are the following items: a paper comparing the V-TECS system with the project's curriculum development pattern; the proposed inservice competency-based program outline; and a list of validated health occupations teaching competencies. The contents of the second component include modules and revised modules (e.g., Microorganisms that Cause Disease) and the task analyses, instructional objectives, and criterian referenced tests for the Indiana medication aide training program. Contents of the information resources component appendix include a computerized resource system model for disseminating health occupations information and material to vocational students and educators. (JT)

ED 152 971 CE 014 805

Delacruz, Joseph B.

Educational Programs for Native Americans: Implications for Vocational Education Research and Development. Occasional Paper No. 40.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—Jan 78

Note—18p.; Staff development lecture (Columbus, Ohio, January 1978)

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($1.90)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*American Indians, Basic Skills, Career Education, Cultural Awareness, Economic Development, *Educational Development, *Educational Improvement, *Educational Needs, *Educational Research, Relevance (Education), *Vocational Education

In the past, educational programs for Native Americans have failed to train Indians to develop and use their own natural resources. The following four central issues have arisen from testimony regarding vocational education for Indian people: Indian people should be involved at all levels of the program, including planning, implementation, and evaluation; each tribe's economic development plan should be considered as the basis for vocational education in that area; counseling and follow-through should be provided for the students; and curriculum in these vocational education programs should be made relevant to the Indian students. These issues point out the need for research and development efforts in vocational education for Native Americans. Vocational education research and development implications for Native Americans focus on the following needs: the need to train Indians in the field of vocational education research and development in order to discourage dependence; the need for Indian children to be exposed to career education options on or near the reservation to help them aspire to employment positions related to their future education and training; the need to help adult Indians cope with the rapid economic developments and inherent occupational developments on Indian Reservations today; and the need to help those individuals who, due to family background, perceptual habits, and life style, require the most basic vocational training for tribal occupations. The overall emphasis for future research and development efforts should be to develop human resources in congruence with tribal development needs. (BM)

ED 152 973 CE 014 947

Kaplan, Carol B.

Career Education Curriculum Materials Guide.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—AIR-47900-6/77-SR

Pub Date—Jun 77

Contract—NIE-C-0142

Note—45p.; Several pages contain charts that may not reproduce well due to small type. For related documents see ED 114 690-718, ED 115 907-926, ED 115 987-996, and ED 121 939-944

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrator Guides, Career Awareness, *Career Education, Career Exploration, *Curriculum Development, Curriculum Guides, *Curriculum Planning, Educational Alternatives, Educational Needs, *Educational Strategies, Instructional Materials, *Learning Modules, Program Descriptions, *Teaching Methods

Identifiers—*Comprehensive Career Education Model

This guide for using the Comprehensive Career Education Model (CCEM), which consists of 131 units developed under the rubric of the "school-based" model at the Ohio State University Center for Vocational Education, is intended to provide a brief background to the curriculum and its elements so that the user can decide how existing program needs can be met by implementing the CCEM curriculum. Chapter 1 presents an overview of the CCEM products; chapter 2 discusses use of the materials. Chapter 3 describes the CCEM curriculum in terms of the development cycle, topics and sequence, and features of the modules. Chapter 4 presents guidelines for teachers in determining which modules to use in their classrooms and also suggests various strategies and approaches to instruction. Chapter 5 is addressed to the school or district level administrator considering comprehensive or partial use of the CCEM materials, and discusses needs, compatibility, key support, initial planning, and installation. Chapter 6 provides four examples of alternative strategies for utilizing the CCEM modules. The appendix presents a list of module titles in the program. (TA)

ED 152 975 CE 014 949

Schwandt, David R.

Career Education and Other Forms of Action-Learning.

Pub Date—Mar 78

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Academic Education, *Career Education, *Educational Trends, *Experiential Learning, Field Experience Programs, *Program Development, *Program Evaluation, Surveys, Urban Schools, *Vocational Education, Voluntary Agencies

Action-learning, activities designed to give students the opportunity to acquire and apply knowledge in practical situations and to learn via participation, is a popular concept aimed at restoring relevancy to the public schools. Vocational and occupational curriculum, experience-based academic programs, and various volunteer and career education opportunities are all considered types of action-learning programs. Although there are shortcomings and problems involved in instituting action-learning programs, public school districts (especially in large urban areas) are devoting considerable effort and resources in the area of experiential learning. The Urban Education Studies (UES), in an effort to identify and examine successful action-learning programs in the urban setting, surveyed 29 large school districts and made on-site visits to five of these districts. Based on the UES findings, eight major trends in action-learning projects were identified. After summarizing the findings, the following generalizations were made: past experience in traditional vocational and occupational programs has been extended to a diverse and broad spectrum of career opportunities; the objectives of action-learning programs are such that the community, students, industry and business are able to identify and support them; and the inclusion of personnel with practical work experience and the availability of resources provide new dimensions and the flexibility required by the action-learning programs. However, the evaluation of action-learning programs is not matching the speed of innovation of new curriculum. (BM)

ED 152 976 CE 014 987

How to Get a Job. It's Your Move.

Ohio State Bureau of Employment Services, Columbus.

Pub Date—[76]

Note—26p.

Available from—Ohio Bureau of Employment Services, 145 South Front Street, Columbus, Ohio 43216

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Employment Interviews, Employment Opportunities, Employment Qualifications, *Guidelines, Job Applicants, *Job Application, *Job Search Methods, *Planning, Self Evaluation

Providing helpful hints for the job seeker, this booklet is designed to increase the reader's chances for getting a good job. The contents are divided into four sections. Section one presents the following forms to help the job seeker identify possible choices: personal checklist, skills learned in everyday life, and list of possible jobs. The second section provides instructions on how and where to look for a job. The third section discusses how to apply for the job, including the job application and interview. The final section presents tips for evaluating a job-search plan. The following materials are attached: instructions for writing a resume, a sample resume, a sample covering letter, and a sample job application form. (BM)

ED 152 977 CE 015 009

National Apprenticeship and Training Standards for Orthotic and Prosthetic Technicians. (Revised.)

American Orthotic and Prosthetic Association, Washington, D.C.Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—76

Note—27p.; For a related document see ED 098 362

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Apprenticeships, *Federal Regulation, Health Occupations, Labor Standards, Local Unions, Medical Technologists, National Organizations, *Program Administration, *Standards

Identifiers—*Orthotic Technicians, *Prosthetic Technicians

This document presents the National Apprenticeship and Training Standards for the apprenticeship program for orthotic and/or prosthetic technicians. These standards cover the following areas: definitions; qualifications for apprenticeship; apprenticeship agreement; term of apprenticeship and credit for previous experience; probationary period, hours of work, salaries; ratio; apprentice records, reports, and examinations; progress reports; adjusting differences; work processes; related instruction; accident prevention; certificate of completion of apprenticeship; equal opportunity in apprenticeship; and modification of national standards. Also presented are recommendations for adapting the national standards to local use and program supervision. The appendixes include work processes for orthotic technicians and prosthetic technicians, forms for apprentice recordkeeping and the apprenticeship agreement, and a discussion of the federal laws and regulations affecting the employment of apprentices. (BM)

ED 152 978 CE 015 071

Gilpatrick, Eleanor

The Health Services Mobility Study Method of Task Analysis and Curriculum Design. Research Report No. 11. Volume 3: Using the Computer to Develop Job Ladders.

Health Services Mobility Study, New York, N.Y.

Spons Agency—City Coll. Research Foundation, New York, N.Y.; City Univ. of New York, N.Y. Hunter Coll. School of Health Sciences.; Employment and Training Administration (DOL), Washington, D.C.

Pub Date—77

Contract—82-34-69-34

Note—330p.; Not available in hard copy because of reproducibility problems; For related documents see ED 149 021, ED 149 022, and CE 015 072

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Guides, *Career Ladders, Classification, *Computer Programs, Curriculum Development, *Guidelines, *Health Occupations, Information Processing, Information Utilization, Job Analysis, *Job Skills, Manpower Development, Manuals, Occupational Mobility, Performance Criteria, Systems Analysis, *Task Analysis

Identifiers—Health Services Mobility Study

This document is volume 3 of a four-volume report which describes the components of the Health Services Mobility Study (HSMS) method of task analysis, job ladder design, and curriculum development. Divided into four chapters, volume 3 is a manual for using HSMS computer based statistical procedures to design job structures and job ladders. Chapter 1 is a manual for coding and preparing the HSMS task data for computer-based analysis. Chapter 2 describes how to use HSMS task data and computer programs to group tasks into interrelated families and hierarchies of tasks. Chapter 3 describes how to assign tasks to job levels, job structures, and job ladders. Finally, chapter 4 indicates how the analytic results can be used by an individual institution or department to make rational use of manpower, restructure jobs, assign tasks to jobs and titles at various levels, provide upward mobility, and/or evaluate task performance. The appendixes contain the five HSMS computer programs, instructions for their use, and various related materials. (The other three volumes of the HSMS study include the following information: the HSMS skill and knowledge scales and knowledge classification system [volume 1]; a companion document which describes the work carried out by the director of a task analysis project and its job analysts [volume 2]; and the HSMS curriculum design method [volume 4].) (BM)

ED 152 979 CE 015 072

Gilpatrick, Eleanor Gullion, Christina

The Health Services Mobility Study Method of Task Analysis and Curriculum Design. Research Report No. 11. Volume 4: Developing Curriculum Objectives from Task Data: A Manual.

Health Services Mobility Study, New York, N.Y.

Spons Agency—City Coll. Research Foundation, New York, N.Y.; City Univ. of New York, N.Y. Hunter Coll. School of Health Sciences.; Employment and Training Administration (DOL), Washington, D.C.

Pub Date—77

Contract—82-34-69-34

Note—294p.; Not available in hard copy because of reproducibility problems; For related documents see ED 149 021, ED 149 022, and CE 015 071

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Guides, Career Ladders, Course Organization, *Curriculum Design, *Curriculum Development, Curriculum Guides, Educational Objectives, *Guidelines, *Health Occupations, Manuals, Systems Analysis, *Task Analysis, *Writing Skills

Identifiers—Health Services Mobility Study

This document is volume 4 of a four-volume report which describes the components of the Health Services Mobility Study (HSMS) method of task analysis, job ladder design, and curriculum development. Divided into three chapters, volume 4 is a manual for using HSMS task data and analysis results to develop curriculum objectives, guidelines, and educational ladders. Chapter 1 of this volume provides the conceptual framework of the HSMS method of curriculum design, presents several of its objectives, and a model describing the developmental processes of education. This chapter then describes the components of the HSMS curriculum design method, and the HSMS "curriculum guidelines." Chapter 2 is a manual for the preparation of curriculum outlines and curriculum objectives. Finally, chapter 3 discusses other components of HSMS curriculum guidelines and some applications. The appendixes contain the HSMS prototypes for curriculum objectives and examples of annotated task descriptions, curriculum outlines, and curriculum objectives. (The other three volumes of HSMS report no. 11 include the following: the HSMS skill and knowledge scales and knowledge classification system [volume 1]; a description of the work carried out by the director of a task analysis project and its job analysts [volume 2]; and a manual for using HSMS computer-based statistical procedures to design job structures and job ladders [volume 3].) (BM)

ED 152 981 CE 015 181

Hole, F. Marvin

Adult Vocational Teacher Competencies.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—Apr 78

Note—54p.; Paper presented at the Adult Education Research Conference (San Antonio, Texas, April 5-7, 1978); For related documents see ED 150 281, ED 147 473 and CE 013 431 ; Contains occasional light type

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adult Vocational Education, Data Collection, *Educational Needs, Inservice Teacher Education, Knowledge Level, *Needs Assessment, *Part Time Teachers, Program Improvement, Self Evaluation, State Surveys, *Teacher Attitudes, *Teaching Skills

Identifiers—*Pennsylvania

As part of a larger study to investigate the backgrounds and professional inservice needs of part-time adult vocational teachers in Pennsylvania, research was conducted to identify and assess adult vocational teacher competencies. Following a literature review, a survey instrument was devised which listed thirty-four competencies (basically adopted from research done in 1975 by the Center for Vocational Education, Ohio State University) over the following areas: program planning, development, and evaluation; guidance; classroom management; and providing instruction to special groups. It was mailed to 4,141 teachers, 1,390 of whom completed and returned it. Respondents were asked to select one of five proficiency levels they felt adult vocational teachers should have in each competency area; then they were asked to indicate their own present proficiency level for each competency. Findings were grouped by vocational regions in the state. In most every competency area teachers rated their acquired proficiency level lower than the level desired. Comparisons were made between results for teachers in different employment categories (e.g., full-time teachers; part-time teachers employed full-time elsewhere). Competency areas identified as major elements of concern were these: providing special instruction or assistance to disadvantaged or handicapped students and to second language students; utilizing advisory committees; implementing and supervising activities of student vocational organizatons; and recognizing special characteristics of the adult learner. (The questionnaire and competency list with parallel data summary are appended.) (DTT)

ED 152 982 CE 015 183

Young, Richard E. Cunningham, Clarence J.

Extension Output Measures as Identified by Extension Clientele. Summary of a Study in Extension Evaluation or Research.

Ohio State Univ., Columbus. Cooperative Extension Service.

Spons Agency—Extension Service (DOA), Washington, D.C.

Pub Date—Jul 77

Note—20p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Educational Accountability, Educational Assessment, Educational Research, *Evaluation Criteria, Evaluation Methods, Instrumentation, Measurement Instruments, *Program Evaluation, *Questionnaires, Reliability, *Rural Extension, *Test Construction, University Extension

A technique to measure the quality of agricultural extension programs by the clientele was developed and tested. The study was conducted in three major steps. First, unstructured interviews of forty-eight farmers and agribusiness persons in seven Ohio counties were conducted to identify those factors they considered when evaluating their county's extension agricultural program. The forty-four factors were identified and were categorized as methods, personal qualities of the agent, and quality of extension information. Second, a questionnaire was sent to 248 farmers asking them to rate the importance of each of the forty-four factors. Based on a factor analysis of the responses, a questionnaire was developed which consisted of forty-three factors classified in the following four subscales: information, extension agents, extension methods, and educational program. During the third and final step of the study, the questionnaire was sent to 400 farmers and agribusiness persons in eight counties while six extension professionals, using a paired-comparison procedure, rated the quality of the programs in the same counties. The results of this last step indicated that the instrument and the subscales are reliable. It is recommended that the instrument be used by others, both as an evaluation tool and for further research. (The questionnaire is attached.) (EM)

ED 152 993 CE 015 217

Ansell, Sherman D., Ed.

Proceedings of the VTAE Leadership Conference on Energy Use and Occupational Impacts (Madison, Wisconsin, February 15-16, 1977).

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—Feb 77

Note—56p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adult Education, Conferences, Economic Change, *Energy, Job Market, Occupations, *Policy Formation, Public Policy, Speeches, *Vocational Education

Identifiers—*New Careers

Proceedings are presented of a two-day conference in which Wisconsin vocational and adult educators examined the energy crisis in light of programs in vocational, technical, and adult education in order to adapt to the changes expected in the job market. Major contents are (1) the keynote address by Governor Burt Zien on "The Role of the State in Setting Policy to Meet Energy Needs"; (2) summary symposium presentations on "Energy Alternatives and Emerging Technical Occupations" covering solar, nuclear, fossil fuel, and wind energy; (3) an address by Robert Bauer entitled "Energy Problems and Viable Solutions"; and a panel discussion, "Implications for Energy Users," with summaries of individual presentations on agriculture, labor, industry, and consumers. Summaries are also included of five workshops on energy use and occupational training in agriculture and food production, transportation, construction trends, technical assistance to industry, family and property management, and industrial and educational facilities. (JT)

ED 152 995 CE 015 225

Miller, Aaron J. Roehrich, Robert R.

The Certification of Vocational Education Personnel. A Report of the AVA ad hoc Committee on Professional Standards.

American Vocational Association, Washington, D.C.

Pub Date—Oct 77

Note—82p.; Charts in Appendixes A and C may not reproduce well due to small print

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—National Surveys, Occupational Surveys, Professional Associations, *State Agencies, *State Licensing Boards, State Standards, Statewide Planning, Teacher Associations, *Teacher Certification, *Teacher Qualifications, Vocational Education, *Vocational Education Teachers

A study was conducted on the status of state boards and committees for certification of vocational education personnel. Data was collected from key certification personnel in all fifty states using telephone interviews and questionnaires. In addition, data was collected from state vocational association personnel to determine if their perception of certification procedures agreed with that of the personnel in the state certification agencies. Results showed that most state divisions of vocational education and state departments of education appear to be satisfied with their present standards and practices related to vocational teacher certification. Contact with state vocational association presidents and executive directors revealed that they were not so aware of the current status, potential problems, and issues related to the certification of vocational education personnel as are state department of education employees. Among the recommendations made based on these and other findings are the following: (1) The American Vocational Association should establish a standing committee on professional standards; (2) state vocational associations should appoint committees to monitor legislation which affects the certification of vocational personnel; (3) state vocational associations should include a professional standards goal in their program of work; (4) state vocational associations should have a vocational educator on any board for teacher education certification; and (5) state vocational associations should work in partnership with state divisions of vocational education to assure that minimum certification standards for vocational educators are explicit and adhered to. (BB)

ED 152 996 CE 015 231

Career Exploration and Skills Development: The Community Training Site Method.

Somersworth School District, N.H.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jan 78

Note—71p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Administrator Guides, *Career Exploration, Guidelines, Job Skills, *Program Development, School Community Cooperation, *School Community Programs, Senior High Schools, Skill Development, *Work Experience Programs

Identifiers—New Hampshire (Somersworth), Project Bridges

This manual is designed to help in the development of community training programs modeled after Project Bridges of the Somersworth, New Hampshire, school system. An introduction briefly describes the program in which high school students spend ten hours per week at community training sites where they work directly with a training site supervisor who serves as instructor in charge of skills development and career exploration. Following an outline of the various steps required to plan and implement a community training site program, each step is described briefly with explanations and suggestions. The steps are as follows: (1) assess need for the program, (2) obtain support, (3) conduct labor needs analysis, (4) identify community training sites, (5) arrange training for site supervisors, (6) recruit students, (7) orient students, (8) orient parents, (9) implement program, (10) publicize program, and (11) evaluate and modify program. Also included are samples of such program materials as administrative forms, evaluation questionnaires, checklists of guidelines, and a time table for scheduling program tasks. (BB)

ED 152 997 CE 015 245

Comprehensive Employment and Training Act of 1973. Job Corps Health Program. A Working Document for Standing Orders. Part 1. Standing Orders for Health Personnel.

Employment and Training Administration (DOL), Washington, D.C.

Report No.—ET-Hbk-330

Pub Date—Nov 77

Note—139p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Guides, Drug Therapy, Federal Legislation, Federal Programs, Federal Regulation, Health Activities Handbooks, Health Facilities, Health Guides, Health Occupations Centers, Health Personnel, Health Services, Injuries, Intervention, *Medical Services, Medical Treatment, Performance Criteria, *Performance Specifications, Primary Health Care, Professional Services, *Program Administration, Psychiatric Services, *Quality Control, *Standards

Identifiers—*Comprehensive Employment and Training Act 1973, United States

Developed as the first of a two-part supplement to Technical Supplement Q for Standing Orders (TS-Q), this handbook of standing orders was designed to help health personnel at Comprehensive Employment and Training Act (CETA) Job Corps health centers meet the federal requirement that each center have a set of written standing orders on how to provide health services to corpsmembers. This working document begins with a brief introduction to its use followed by personal authorization forms and orders regarding their use for both health and non-health personnel. The next four standing orders are administrative ones covering the management of an emergency, the operation of a dispensary and an infirmary, and the referral of corpsmembers to emergency room and/or consultant or for hospital admission. Each of these administrative orders includes one or all of the following: flow chart of activities, pertinent content, and instructions regarding the procedures to follow. The remainder of this handbook is comprised of twenty-five technical standing orders and each one includes the activities in flow chart format followed by brief notes on relevant content. Some of the technical orders included are for the management of burns, lacerations, infected wounds, upper respiratory symptoms, abdominal pain, vaginal discharge, suspect acne, oral bleeding, depression, and anxiety. (EM)

ED 153 005 CE 015 566

Planning, Choice-Not Chance. Career Guidance.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.Mesa Public Schools, Ariz.

Report No.—SR-202

Pub Date—[74]

Note—21p.; For related documents see CE 013 226, CE 015 545, CE 015 548-549, CE 015 551, CE 015 553, CE 015 557, CE 015 560, CE 015 562, CE 015 559, and CE 015 565-569

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Behavioral Objectives, *Career Education, *Career Planning, Classroom Games, Decision Making Skills, Educational Alternatives, Guidance Objectives, *Learning Activities, *Occupational Guidance, Performance Based Education, Secondary Education, Vocational Counseling

Materials contained in this unit are designed to help the senior high school student realize the importance of planning to reach his educational and vocational goals. The eleven-hour unit is totally designed as a class activity using the "Life Careers" game. The instructional sequence is outlined in terms of goal statements, performance objectives, instructor's information (including estimated lesson time, suggested grouping, content outline, new vocabulary, student prerequisites, and instructor's preparation tasks), and a detailed outline for developing the lesson. Worksheets for student use are included. (TA)

ED 153 007 CE 015 581

Boettcher, Julie N. Hutkin, Ronald M.

Personnel Development for Entrepreneurs. Final Report.

Nebraska Occupational Needs Research Coordinating Unit, Lincoln.Platte Technical Community Coll., Columbus, Nebr.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Feb 78

Contract—G007603752

Note—78p.; For a related document see CE 015 580

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Advisory Committees, *Business Administration, *Business Education, *Business Skills, Community Colleges, *Curriculum Development, Field Studies, Group Activities, Individualized Programs, Post Secondary Education, *Professional Training, *Program Effectiveness, Program Evaluation, Research Coordinating Units

Identifiers—Nebraska

A joint venture between the Nebraska Research Coordinating Unit (RCU) for Vocational Education and the Central Technical Community College Area (CTCCA) was conducted to design intensified, individualized and group-oriented instructional programs in personnel development for the entrepreneur. Phase I of the project involved developing relevant instructional content for the owner-manager by forming counterpart advisory committees in Lincoln and in Columbus (Nebraska). The committees identified 62 content items needed by owner-managers, then used a card sort technique to prioritize the items. Phase II consisted of organizing the content items into course materials. (The course guide is available separately as CE 015 580.) Phase III of the project was the field test of the materials in a workshop setting on a community college campus. Finally, phase IV of the project was evaluation and dissemination. The following conclusions were drawn: (1) the course taught in the workshop format proved to be an effective way of meeting the personnel development needs of owner-managers; (2) the achievement of students in the individualized mode of instruction was much better than the achievement in the group-based mode of instruction; and (3) the joint administration of the project between the RCU and the

CTCCA proved to be very effective. A large appendix includes various related materials and schedules. (Author/BM)

ED 153 008 CE 015 589

Barlow, Melvin L.

Community Involvement in Career Education: A Metropolitan Area Example.

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—Feb 78

Note—48p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01839-0)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Education, Career Exploration, Community Involvement, Elementary Secondary Education, *Program Descriptions, School Community Cooperation, School Industry Relationship, Senior High Schools, *Surveys, *Vocational Education

Identifiers—*California (Los Angeles)

This is a survey of some of the career education programs existing in the Los Angeles area which are collaborative efforts among the agencies of labor, business, industry, and education. The majority of the programs are for grades 10-12. Included are one or more page descriptions of programs developed at UCLA such as the "Kingdom of Could Be You" (for preschool age children), Project Cadre: a cadre approach to career education infusion, and Project BITE: counseling on vocational choices of inner-city high school students. Also included are descriptions of seven programs of the Los Angeles Public Schools such as the Youth Motivation Task Force in which volunteers from business and industry share their experiences in the world of work with students, Junior Achievement–providing small business experience for high school students, and the career center and advisor programs that all Los Angeles County high schools have established. The report concludes with a master plan, recommendations, and generalizations for coordinating the career education activities of this metropolitan area. (BB)

ED 153 009 CE 015 594

Wilson, Pamela A. Wilson, Terry C.

What Factors Contribute to Better Instruction? Business Students Vs. Other Colleges.

Pub Date—[78]

Note—19p.; Paper presented at the annual meeting of the American Educational Research Association (Toronto, Canada, March 31, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Business Education, Colleges, College Students, College Teachers, *Comparative Analysis, Engineering, Evaluation, *Evaluation Criteria, *Evaluation Methods, Factor Analysis, Higher Education, Instruction, *Student Evaluation of Teacher Performance, Teacher Education

Student evaluations of instruction were factor analyzed to determine if students in the colleges of education, business, and engineering at Michigan State University varied in their perception of factors contributing to good instruction. The data base for the study consisted of evaluation forms that were processed during fall term, 1976, with a universe of 550 classes throughout the university. To produce stable results from factor analysis, approximately equal-size samples of 200 evaluations each were selected from the three colleges. Factor analyses were run on each individual college and on the combined sample containing all three colleges. In addition, separate analyses were run using the student, the class mean, and the student response removing the class mean as units of analysis. The results indicated that the variability in different factors differed considerably across colleges which may suggest that the evaluations require interpretations suitable to each college or that a unique form be developed for separate colleges. Additional research was supposed to obtain a large enough sample from each of the departments within the business school to recognize differences between departments and develop appropriate weighting schemes for each. (Author/VB)

ED 153 012 CE 015 612

West, Bill R.

Research for Performance Based Vocational Education in Indiana. A Position Paper. Information Series Number Five.

Indiana Univ., Bloomington. Vocational Education Information Services.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date—Apr 78

Contract—82-77-III-12

Note—61p.; Not available in hard copy due to small print in original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Articulation (Program), *Auto Mechanics, Educational Development, Educational Planning, Job Analysis, Job Training, Management Systems, *Performance Based Education, Post Secondary Education, *Program Administration, Program Coordination, Program Development, Program Improvement, *Program Planning, Relevance (Education), School Industry Relationship, Secondary Education, *Statewide Planning, Student Needs, Systems Approach, Task Analysis, Technical Education, *Vocational Education

Identifiers—Indiana

This position paper describes Indiana's research goals and efforts to develop a student-centered, industry-referenced approach to performance based vocational education (PBVE) programs and curricula. The introductory section traces the state's efforts to establish priorities and systematically develop performance based programs and describes research efforts, involvement in the Vocational-Technical Education Consortium of States (V-TECS), the work of a curriculum specialists consortium, and the resulting Indiana PBVE Management System. The remainder of this booklet consists of two chapters which focus on the research subsystem of Indiana's PBVE Management System. Chapter 1 describes research efforts to strengthen the link between education and work and covers creating the link, definition of terms, manpower needs, individual student needs (secondary and postsecondary), program articulation needs, and accountability. The second chapter specifies the state's plan for developing multi-occupational PBVE programs, using auto mechanics as an example of how this process works. The content includes developing a program management plan, structuring a program, deriving course content, administering multi-occupational PBVE, and conducting systematic follow-ups of graduates. The appendixes contain the matrix for auto mechanics job titles, a multi-occupational PBVE program worksheet, a task analysis guide and content limits identification worksheet, and estimated equipment lists for engine systems. (EM)

ED 153 013 CE 015 614

Banta, Trudy W., Comp.

Career Education; A Framework for Teamwork. College of Education Monograph Series, No. 8.

Tennessee Univ., Knoxville. Bureau of Educational Research and Service.

Pub Date—Apr 78

Note—73p.

Available from—Bureau of Educational Research and Service, 212 Claxton Education Building, Knoxville, Tennessee 37916 ($3.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Role, Annotated Bibliographies, *Career Education, Community Involvement, Computer Programs, *Cooperative Planning, Counselor Role, *Curriculum Development, Elementary Secondary Education, Fused Curriculum, Handicapped Students, Lesson Plans, Mainstreaming, Occupational Information, Organizational Development, Resource Materials, School Community Relationship, Teacher Role, *Teaching Methods, Team Administration, *Teamwork, *Vocational Development

Identifiers—Tennessee

Articles presented in this monograph form a work which characterizes career education as a curriculum component that requires a team effort on the part of teachers, counselors, and administrators if it is to work in the public schools. The first article outlines some specific strategies which teachers can use to make career education an integral part of the curriculum in every school subject. In the second article, the counselor's role in the school career education team is characterized. The third article describes the multidisciplinary team which must be established in each school to provide for the career education needs of the handicapped and includes lesson planning suggestions for teachers implementing mainstreaming. The fourth article provides direction for the involvement of both central-office and building-level administrators in career education. The fifth article suggests how the school career education team can systematically identify and bring to bear community resources in support of efforts to establish relationships between education and the world of work. The sixth article describes a computerized K-14 career information system, INFOE (Information Needed for Occupational Education). The final article consists of an annotated bibliography of career education resources, including books, audiovisuals, kits and other materials. (Author/TA)

ED 153 015 CE 015 628

Guidelines for Sex-Fair Vocational Education Materials.

Women on Words and Images, Princeton, N. J.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Contract—300-76-0460

Note—57p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Audiovisual Aids, Educational Opportunities, Females, *Guidelines, *Instructional Materials, Language, Males, Occupational Choice, Occupational Clusters, Sex Discrimination, *Sex Role, *Sex Stereotypes, *Vocational Education, Work Attitudes, Work Environment

Guidelines for sex-fair vocational education materials are presented based on the following criteria: a fifty-fifty balance of males and females in any material, sex neutral or sex-fair language, specific mention of issues involved in nontraditional career choices for males and females, and sex-fair occupational descriptions that accurately reflect performance requirements. The main body of the booklet is divided into six parts dealing with language, occupational and social roles, omissions, physical appearance, audio materials, and visual materials. Each part identifies issues, gives examples of sex-biased and sex-fair usage, and gives guidelines for sex-fair usage. Appended are (1) a checklist for evaluating the sex bias of vocational education material (containing questions that relate to the six parts of the main body of the booklet) and (2) guidelines for the creative use of biased materials in a non-biased way. These guidelines present ways of calling attention to such problems as sex-biased language, stereotypic roles, or sex-biased illustrations. (BB)

ED 153 016 CE 015 637

Bonkrude, Marilyn F. And Others

Career Learning Centers. Career Education Dissemination Project. Implementation Booklet 8.

Roseville Area School District 623, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Note—36p.; For related documents see CE 015

638-643
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Administrator Guides, *Career Education, Centers of Interest, Cost Effectiveness, Elementary Secondary Education, *Facility Guidelines, Instructional Media, *Learning Laboratories, *Program Development, Resource Materials, School Districts
Identifiers—Minnesota (Roseville)

Materials contained in this career education implementation guide (one in a series of seven) describe the function and structure of career learning centers (CLC). Major topics discussed include services and strategies, resources, staffing, facilities, evaluation, and budget considerations. Appendixes contain a list of resources and a sample responsibility description for the position of career learning specialist. (TA)

ED 153 017 **CE 015 638**
Henriksen, Dorothy Benson, Arland, Ed.
Community Participation. Career Education Dissemination Project. Implementation Booklet #6.
Roseville Area School District 623, Minn.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Note—84p.; For related documents see CE 015 637-643
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Administrator Guides, Advisory Committees, *Career Education, *Community Involvement, Community Resources, Learning Activities, Learning Modules, Program Descriptions, Program Development, Resource Materials, *School Community Relationship, School Districts, School Industry Relationship, Secondary Education, *Vocational Development
Identifiers—Minnesota (Roseville)

Materials contained in this career implemention guide (one in a series of seven) are designed to guide collaborative efforts between the school and community organizations in order to multiply the learning resources for students and increase the influence of career educators. Each of five modules contains description and program materials from one of the Roseville, Minnesota, community involvement activities. Using community participation in the form of an advisory committee is described in Module 1. The Exchange/Internship Program for school staff (Module 2), the School-Community Resource Directory (Module 4), and the Career Role Observation/Student Shadowing Program (Module 5) are the major programs presented. Two other programs adopted in the Roseville Area Schools which involve school-community interaction are Business Education Day and Education-Business Day, described in Module 3. (TA)

ED 153 018 **CE 015 639**
Benson, Arland Henriksen, Dorothy, Ed.
Consultation Skills and Shared Decision-Making. Career Education Dissemination Project. Implementation Booklet #1.
Roseville Area School District 623, Minn.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Note—35p.; For related documents see CE 015 637-643
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Administrator Guides, *Career Education, Consultants, *Consultation Programs, *Decision Making, *Decision Making Skills, Educational Coordination, Elementary Secondary Education, Inservice Teacher Education, Problem Solving, *Program Development, Resource Materials, School Districts, *Shared Services, Skill Development, Technical Assistance
Identifiers—Minnesota (Roseville)

Materials contained in this booklet (one in a series of seven) highlight the processes involved in consultation and provide description and examples of shared decision making in the implementation of career education. A section is devoted to the rationale and practice of using career education practioners as consultants. (Booklet 7–Planning and Management–is designed as companion material to this booklet.) Major topics discussed include the following: what is consultation, skills bank catalog, practitioners as consultants, evaluating skills and services, shared decision making, resistance to career education, larger cooperative units, and examples of shared decision making. (TA)

ED 153 019 **CE 015 640**
Benson, Arland Henriksen, Dorothy, Ed.
Curriculum Development. Career Education Dissemination Project. Implementation Booklet #2
Roseville Area School District 623, Minn.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Note—47p.; A table on career education goals will not reproduce well due to small, blurred type; For related documents see CE 015 637-643
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Administrator Guides, *Behavioral Objectives, *Career Education, *Curriculum Design, *Curriculum Planning, Elementary Secondary Education, *Field Studies, Motivation Techniques, *Program Development, Resource Materials, School Districts, Staff Improvement, Teacher Participation, Teacher Role
Identifiers—Minnesota (Roseville)

Materials contained in this career education implementation booklet (one in a series of seven) suggest ways of conceptualizing and designing curriculum, motivating and training staff, and organizing local field testing. Major topics discussed are the following: conceptualizing and designing curriculum (career development as a conceptual framework, a developmental K-12 scope and sequence, student learning objectives); incentives for staff involvement (teachers as curriculum developers, as field testers, and as curriculum users; linking curriculum to staff development, career learning centers and community participation); and dissemination activities. Appendixes contain forms for a curriculum development and planning unit and for a summary record of field testing. (TA)

ED 153 020 **CE 015 641**
Benson, Arland Henriksen, Dorothy, Ed.
Evaluation. Career Education Dissemination Project. Implementation Booklet #3.
Roseville Area School District 623, Minn.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Note—86p.; Five pages of evaluation plan charts may not reproduce well; For related documents see CE 015 637-643
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Administrator Guides, Behavioral Objectives, *Career Education, *Curriculum Evaluation, Data Collection, Educational Assessment, Elementary Secondary Education, *Evaluation Methods, Formative Evaluation, Inservice Teacher Education, Measurement Instruments, Needs Assessment, Program Development, *Program Evaluation, Resource Materials, School Districts, Summative Evaluation
Identifiers—Minnesota (Roseville)

Materials contained in this career education implementation guide (one in a series of seven) provide concrete examples of how to evaluate a comprehensive career education program using the approach of applying logic and objectivity to the process of judging the merits of career education activities. Major topics discussed include the following: evaluation and a balanced program; unique considerations in career education evaluation; measurable realistic objectives; needs assessment; instruments, content-, criterion-, domain-referenced instruments; applied performance measures; evaluation design; longitudinal design; example evaluation design; data collection; unintended effects; cost effectiveness; and reporting results. A resource section listing comprehensive guide books to educational evaluation is provided. Appendixes contain tests to be administered to teachers following use of the booklet in inservice programs. (TA)

ED 153 021 **CE 015 642**
Benson, Arland Henriksen, Dorothy, Ed.
Planning and Management. Career Education Dissemination Project. Implementation Booklet #7.
Roseville Area School District 623, Minn.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Note—39p.; For related documents see CE 015 637-643
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Administrator Guides, Advisory Committees, *Career Education, Educational Change, Educational Coordination, Management Development, Management Systems, *Program Administration, Program Descriptions, Program Development, *Program Planning, Resource Materials, School Community Cooperation, School Districts, Skill Development
Identifiers—Minnesota (Roseville)

Materials contained in this career education implementation booklet (one in a series of seven) are designed to provide experiences for developing the skills necessary to plan and manage a comprehensive career education program. This booklet focuses on the processes of planning and implementing and is closely related to Booklet #1, Consultation and Shared Decision-Making, and Booklet #3, Evaluation. Major topics discussed are planning and implementing, developing support systems, resistance to career education, larger cooperative units, multiplying effect, developing a management plan, and instituting career education. (TA)

ED 153 022 **CE 015 643**
Benson, Arland Henriksen, Dorothy, Ed.
Staff Development. Career Education Dissemination Project. Implementation Booklet #4.
Roseville Area School District 623, Minn.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Note—227p.; For related documents see CE 015 637-642
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors—Administrator Guides, Adult Education, *Career Education, Community Involvement, Course Content, Elementary Secondary Education, *Inservice Programs, Inservice Teacher Education, Learning Activities, *Learning Modules, Parent Participation, *Program Development, Program Planning, Resource Materials, School Districts, Skill Development, *Staff Improvement, Student Participation
Identifiers—Minnesota (Roseville)

Materials contained in this career education implementation guide (one in a series of seven) are designed for administrators, teachers, other school staff, parents, community volunteers, school boards, and community agencies and their needs for staff development. An evening family career planning seminar on career decision making designed for parents and students is described in detail in Module 1. A three-session evening seminar on mid-career changes designed for adults is described in Module 2. The following introductory course and four subcourse options (each intended for seven to ten two-and-a-half-hour sessions) are included: Introduction to Career Education (Module 3), Teacher Advisor Skills (Module 4), Teaching Group Work Skills Related to Potential Career Roles (Module 5), and Implementing Career Education Programs (Module 6). Each option has a clear-cut focus and the objectives are largely mutually exclusive. Each module description contains overview, suggestion for target groups, notes on funding and staffing, format overview, registration forms, example agendas, and example activities and content. (TA)

ED 153 026 CE 015 648

Aanenson, Gail And Others

Home Life Skills: Career Related Junior High Home Economics Courseguide.

Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.Roseville Area School District 623, Minn.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Report No.—33-A-68

Pub Date—77

Note—65p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Career Education, Career Exploration, Curriculum Guides, *Family Life Education, Fused Curriculum, *Home Economics Education, Junior High Schools, *Learning Activities, Units of Study

Designed for use in integrating career education into a one-semester junior high school home economics course, this guide contains eleven home life skills activities and eighteen personal development activities to be integrated into units on foods, grooming and clothing, sewing, personal development, and child development. Student worksheets, instructions sheets, and tests intended for duplication are included for various observation activities, games, self analysis tasks, and other student exercises. (JT)

ED 153 029 CE 015 656

Grotenhuis, Paul Purcell, Carol

Career Related Math Units for General Math 9.

Roseville Area School District 623, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Note—89p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Education, Grade 9, Mathematics Curriculum, Secondary Education, *Secondary School Mathematics, *Simulation, Teaching Guides, *Units of Study, *Worksheets

In this collection of four career-oriented units designed to enhance a ninth grade general math curriculum, the objectives listed are (1) to provide a job oriented environment in which students are encouraged to develop responsible attitudes toward employer and self and to find interest areas to use as the basis for career choices, (2) to provide incentives, both rewards and penalties, similar to those found in real job situations, and (3) to provide lesson plans and student materials which are relative, needs-oriented, math-oriented and career-oriented in order to eliminate extensive teacher preparation time. Titles of the four units are the following: Careers in Sales; Construction; Driving Occupations (delivery truck driver); and Department Store Clerk. Although the bulk of materials in each unit are examples of student worksheets (e.g., arithmetic problems and record forms that would be encountered in the occupation), instructions are given for using the materials within the context of a simulated work setting in which the teacher functions as employer or "boss" and the students as employees. It is suggested that the units may be used for varying periods of time and different class situations. For example, they can be used as "rewards" for individual students who complete the required work, for groups of students who would benefit from course enrichment, or as a general class assignment. (VB)

ED 153 030 CE 015 658

Henriksen, Dorothy, Ed.

A Model for a School-Community Resource Directory.

Roseville Area School District 623, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Career Awareness, Career Education, *Career Exploration, *Community Resources, *Field Trips, Human Resources, *Information Storage, *Information Utilization, Models, Program Development, Resource Guides, School Community Relationship, *Speaking Activities

This model for a school community resource directory contains the following: (1) an overview of the problems involved in the compiling of resource people to serve as career speakers and trip hosts with a possible solution in the form of a file card format; (2) a description of the promotion of the new format; (3) an explanation of the development of the file card format and the procedure for its subsequent usage; and (4) illustrative appendixes for the functioning of each stage of the procedure. (VB)

ED 153 031 CE 015 659

Burton, Virginia Hogan, William

Television Production. A Career Development Unit.

Roseville Area School District 623, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Note—82p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Behavioral Objectives, Career Awareness, Career Education, *Career Exploration, Career Planning, Editing, Film Production, *Language Arts, Learning Activities, *Learning Experience, Life Style, Occupational Information, *Production Techniques, Programing (Broadcast), Scripts, Teamwork, *Television, *Video Tape Recordings, Writing

Identifiers—Minnesota (Roseville)

In an attempt to build career development activities into the English curriculum this hands-on television production course focusing on video tape production was offered as an English elective in a Minnesota high school. The course was developed to emphasize the following objectives: (1) to develop and apply the interpersonal competency skills required in a particular career and life-style; (2) to acquire increasing knowledge of educational vocational possibilities, as well as experience in work settings; (3) to further develop basic language arts skills; and (4) to acquire knowledge and make decisions about future careers. In addition, the course has a two-fold purpose in that students can play an individual job role as part of a production team as well as participate in a group investigation of a particular career. The activities are divided into the following four phases: introduction; preparation (research, writing of narration, planning for visual inputs, production of visual inputs, and revision of script); tape production; and evaluation. The format of each phase includes a broad objective, performance objectives, behavioral objectives, time schedules, and appended instructional materials. (BM)

ED 153 032 CE 015 667

Johnson, Miriam Sugarman, Marged

Job Development and Placement: CETA Program Models.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date—78

Contract—81-11-71-09

Note—36p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00307-6)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Economically Disadvantaged, Employment Opportunities, Employment Practices, *Employment Programs, Employment Services, *Equal Opportunities (Jobs), Federal Legislation, Federal Programs, Federal Regulation, Job Development, *Job Placement, *Job Search Methods, Job Training, Labor Market, *Models, Personnel Selection, Social Change

Identifiers—*Comprehensive Employment and Training Act 1973, United States

One of a series on Comprehensive Employment and Training Act (CETA) program models, this monograph provides professionals employed in CETA programs with information on how job recruiting and searches take place to help them improve their job placement and development skills. The content is in four sections. The first section briefly covers the placement function and includes general definitions and a definition of job development. Section two on historical perspectives covers the tools, techniques, and stances of the employment services, the social changes beginning in the 1960's and their impact on the placement role of the employment service, approaches to the employer, and perceptions of the client. The third section is on labor exchange processes and employability development strategies; various methods for recruitment and job search are discussed along with placement strategies for each of seven recruitment job search levels. (Included is a Recruitment Job Search Model which represents the job vacancies broadcast by employers and the place where job seekers must be in order to hear the broadcast.) These search levels consist of the following: the internal job market, contacting the employer directly, personal contacts, the closed systems, and the public intermediary market (private employment agencies, employment service, and want ads). The last section covers agency roles and CETA goals in placement, reexamining the quality of placement, making the placement function more professional, and reexamining the medical model. (EM)

ED 153 034 CE 015 672

Eckstein, Albert J. Heien, Dale M.

A Review of Energy Models with Particular Reference to Employment and Manpower Analysis.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Mar 78

Contract—20-51-77-43

Note—172p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Economic Research, Employment, Employment Problems, *Employment Projections, *Energy, *Manpower Needs, *Models, Research Needs, Social Problems

To analyze the application of quantitative models to energy-employment issues, the energy problem was viewed in three distinct, but related, phases: the post-embargo shock effects, the intermediate-term process of adjustment, and the long-run equilibrium. Against this background eighteen existing energy models (government supported as well as private efforts) were reviewed to determine their usefulness in addressing employment problems related to the three phases. The models were divided into three main categories: (1) general-economy energy-sector interactions models, (2) energy sector models, and (3) energy subsector models. Thus far, the models have not been utilized in any significant way for the study of employment and manpower issues. Only one of the category 2 models generates detailed manpower requirements associated with increased investment activity; others in that group as well as several coal sector models could be adapted to do so. Of greatest interest were the category 1 models, but most lack proper price determination mechanism to address long-term questions of adjustment to energy price changes. While most of them incorporate an input-output block to which labor demand estimates are attached, the quality of the specifications was found inadequate. Based on the analysis, five categories of employment and manpower research issues associated with the energy problem were identified: substitution effects, balance-of-payments effects, investment and new construction effects, economic growth and inflation, and distribution of income. (Reviews of each individual model are appended.) (JT)

ED 153 035 CE 015 676

Prentice, Dinah, Ed.

Program Content. Perspectives on Consumer Education. A NASBE Monograph Series.

National Association of State Boards of Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Note—47p.; For related documents see CE 015 677-678

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Attitudes, Business, *Consumer Education, *Economic Education, *Educational Policy, Elementary Secondary Education, Federal Government, Industry, Labor Unions, Local Government, National Organizations, *Program Content, *Program Planning, State Boards of Education, Teachers

This document is one in a series of three monographs developed by the National Association of State Boards of Education and designed to acquaint the reader with consumer education issues and how they affect policies. Included in these monographs are articles on what should be taught as part of consumer education, how consumer education programs should be designed, and some current consumer education topics. The articles contain some suggestions for developing policies intended to provide students with practical life skills without detracting from the high priority placed upon reading and math. Focusing on program content, this monograph presents views from the following individuals and groups: an educator, the United States Chamber of Commerce, the National Consumers League, business and industry, the American Federation of Labor-Congress of Industrial Organizations, the Joint Council on Economic Education, and a state school board member. Concluding the monograph is an article presenting a macro view and explaining its impact on policy. (BM)

ED 153 036 CE 015 677

Prentice, Dinah, Ed.

Program Design. Perspectives on Consumer Education. A NASBE Monograph Series.

National Association of State Boards of Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Note—30p.; For related documents see CE 015 676-78

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Academic Education, *Consumer Education, *Economic Education, *Educational Policy, Elementary Secondary Education, Fused Curriculum, *Program Design, *Program Development, *Program Planning

This document is one in a series of three monographs developed by the National Association of State Boards of Education and designed to acquaint the reader with consumer education issues and how they affect policies. Included in these monographs are articles on what should be taught as part of consumer education, how consumer education programs should be designed, and some current consumer education topics. The articles contain some suggestions for developing policies intended to provide students with practical life skills without detracting from the high priority placed upon reading and math. Focusing on program design, this monograph presents the following articles: "The Students and Teachers: Who Are They?" by E. Thomas Garman; "Implementing a Course in Consumer Education," by Herbert M. Jelley; "Reasons for Introducing Consumer Education in Separate Disciplines," by William D. Rader; and "The Policy/Program Development Process," by Robert J. Alexander. (BM)

ED 153 037 CE 015 678

Prentice, Dinah, Ed.

Topics and Issues. Perspectives on Consumer Education. A NASBE Monograph Series.

National Association of State Boards of Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Note—35p.; For related documents see CE 015 676-677

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Consumer Education, *Economic Climate, *Economic Education, *Educational Policy, Elementary Secondary Education, Energy, Futures (of Society), Human Services, Inflation (Economics), *Program Planning

This document is one in a series of three monographs developed by the National Association of State Boards of Education and designed to acquaint the reader with consumer education issues and how they affect policies. Included in these monographs are articles on what should be taught as part of consumer education, how consumer education programs should be designed, and some current consumer education topics. The articles contain some suggestions for developing policies intended to provide students with practical life skills without detracting from the high priority placed upon reading and math. Focusing on current topics and issues, this monograph presents the following articles: "Energy Scarcity: The Impact on Consumer Expenditures and Life Styles," by Roger LeRoy Miller; "Human Services: The Growing Expenditure," by Alan Gartner; and "Consumer Education for Economic Survival in the 80's," by Virginia H. Knauer. (BM)

ED 153 040 CE 015 687

Prophet, Wallace W.

Long-Term Retention of Flying Skills: A Review of the Literature. Final Report 76-35.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Air Force, Washington, D.C.

Report No.—FR-ED(P)-76-35

Pub Date—Oct 76

Contract—F44620-76-C-0106

Note—95p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Aircraft Pilots, *Armed Forces, Behavioral Science Research, *Flight Training, Job Skills, Literature Reviews, Memory, Military Training, Personnel Management, *Psychomotor Skills, Research Needs, Research Reviews (Publications), *Retention, Surveys

Identifiers—*Air Force, United States

This is a survey of the state of behavioral science knowledge related to long-term retention of flying skills completed for the U.S. Air Force (USAF). The report contains a survey of selected agencies and knowledgeable individuals as well as a literature review. (A list of libraries, agencies, and individuals consulted is appended, but a complete annotated bibliography was published separately.) The results of the review suggest that basic flight skills can be retained fairly well for extended periods of nonflying, but some decrement of concern does occur, particularly for instrument and procedural skills. Retraining of basic flying skills is judged not to be a major USAF problem, and much of the proficiency maintenance/retraining requirements can be met through the use of training devices and simulators. However, it is suggested that little is known about the retention, maintenance, and retraining of higher level pilot skills that characterize the USAF pilot in tactical units. Thus, recommendations are made for areas of further research that would help in the establishment of manpower management policies for the USAF pilot force. (BB)

ED 153 041 CE 015 713

The Related Vocational Instruction Program. Georgia's Approach to Vocational Education for the Handicapped at the Secondary Level.

Georgia Southern Coll., Statesboro.

Pub Date—Apr 78

Note—27p.; Paper presented to the President's Committee on Employment of the Handicapped (Washington, D.C., May 5, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Federal Legislation, Flow Charts, *Handicapped Students, Paraprofessional Personnel, *Program Administration, Program Coordination, *Program Design, Program Effectiveness, *Program Evaluation, Secondary Education, *Vocational Education, Vocational Education Teachers

Identifiers—Georgia

Proposing to orient the reader as to how Georgia is meeting the challenge of vocational education for the handicapped at the secondary level, this paper discusses the following four major areas: compliance with federal guidelines; program design (including a student flow chart and job descriptions for related vocational instructors and paraprofessionals); program process; and program evaluation. In addition, recommendations to improve future efforts are also presented. The appendixes include the following information: an instructional blueprint for dealing with the handicapped in vocational education; a sample individual education plan; a performance task listing sheet; a learning plan and supplemental learning plan; and a monitor's rating sheet for the Related Vocational Instruction Program. (BM)

ED 153 043 CE 015 749

Schwartz, Stuart E.

Research and Development of Instructional Booklets for Vocational Education for Mainstreaming the Handicapped. Another Step Forward. Final Report.

Florida Univ., Gainesville. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 78

Contract—G007604050

Note—86p.; Parts of some pages may not reproduce well because of faint, broken type; For related documents see CE 015 750-754

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Educational Research, *Handicapped Students, *Information Dissemination, *Instructional Materials, Mainstreaming, *Material Development, Program Descriptions, *Program Development, Program Evaluation, Secondary Education, *Vocational Education

Identifiers—Florida

A project was conducted to develop and field test self-instructional materials which would provide a mechanism for positive change in attitudes and procedures for educators and administrators toward integrating handicapped students into regular vocational education programs. Specific objectives of the project were as follows: (1) research and develop five booklets describing the special needs of handicapped students and the problems they face as they enter the regular classroom environment (the booklets were designed for vocational education teachers, school administrators, university teacher educators, and workshop directors; topics covered mainstreaming handicapped students into the regular classroom, characteristics of handicapped students, evaluation and placement, architectural considerations for a barrier free environment, and a system for management); (2) disseminate the final products to teachers, administrators, and teacher educators; (3) establish a state-wide advisory committee to assist in the development and dissemination of the project booklets. (Appendixes, which make up the greater part of the document, contain a list of steering committee members, bibliography, evaluative summary, quarterly report, production schedule, flyer, letter to vocational directors, dissemination list, and independent project evaluation.) (TA)

ED 153 044 CE 015 750

Schwartz, Stuart E.

Mainstreaming Handicapped Students into the Regular Classroom.

Florida Univ., Gainesville. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[77]

Contract—G007604050

Note—21p.; Photographs throughout booklet may not reproduce well; For related documents see CE 015 749-754

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Changing Attitudes, *Educational Legislation, Educational Strategies, *Handicapped Students, *Mainstreaming, Models, Normalization (Handicapped), Program Development, Secondary Education, Student Rights, Student Teacher Relationship, Vocational Development, *Vocational Education

Identifiers—Florida

One of five booklets designed to help vocational education teachers and administrators relate more effectively to handicapped students in their classrooms, this booklet suggests that the outcomes of handicapped pupils who are integrated or mainstreamed into the regular vocational education program differ only slightly from those of non-handicapped individuals. Topics discussed include the following: a brief history of the development of the right of handicapped students to an appropriate education, the Vocational Amendments of 1968, the Education for All Children Act (Public Law 94-142), Title II of Public Law 94-482 (to improve guidance in vocational education programs), the Rehabilitation Act of 1973, educational responsibility, normalization and risk-taking, and a conceptual model of mainstreaming. A self-test is included for pre- and posttest evaluation. (TA)

ED 153 045 CE 015 751

Schwartz, Stuart E.

A System of Management.

Florida Univ., Gainesville. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[77]

Contract—G007604050

Note—17p.; Photographs throughout booklet may not reproduce well; For related documents see CE 015 749-754

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Administrative Agencies, *Agency Role, Changing Attitudes, Cooperative Planning, *Educational Administration, Educational Finance, Educational Legislation, *Educational Planning, Educational Strategies, *Handicapped Students, Individualized Instruction, *Mainstreaming, Program Development, Program Evaluation, Secondary Education, *Vocational Education

Identifiers—Florida

One of five booklets designed to help vocational education teachers and administrators relate more effectively to handicapped students in their classrooms, this booklet focuses on educational management as a plan for responsibility which requires interlocking relationships between several agencies to do its job. Decision-making limits and how interactions between different groups affect management are discussed to give educators an understanding of how to work with management to give handicapped students the education they deserve and are entitled to by law. Specific topics discussed include the following: agencies responsible for management (federal, state, local, school center), designing an individualized educational plan, an individualized educational plan staffing, funding formula, and program evaluations. A self-test is included for pre- and posttest evaluation. (TA)

ED 153 051 CE 015 757

Russell, Earl B. And Others

Identification and Analysis of Competency-Based Adult Vocational Education Programs. Final Report. Research and Development Series No. 132.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Jan 78

Contract—G007605788

Note—54p.; For related documents see CE 015 755-758

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($3.25)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adult Education Programs, *Adult Vocational Education, Business, Directories, *Educational Practice, *Information Dissemination, National Surveys, *Performance Based Education, Private Agencies, Private Schools, Proprietary Schools, Public Schools, Workshops

This final report from a project to identify and analyze competency-based vocational education programs in the U.S. presents an overview of the whole project and includes the literature review and a summary of findings. The literature is reviewed under six headings: the nature of competency-based education (CBE); application of CBE to adult vocational programs; developing and implementing CBE; the use of CBE in business, industry, and labor training; problems involved with CBE; and favorable aspects of CBE. This document summarizes project activities reported separately, including the national survey of competency-based adult vocational instruction in the public and private sectors (complete report, CE 015 756), development of the "National Directory of Selected Competency-Based Adult Vocational Education Programs" (CE 015 755), planning and operation of the project's national dissemination workshop (proceedings, CE 015 758), and supporting activities. Following a brief summary of findings, the major conclusions are stated: (1) The quality and extent of competency-based adult vocational instruction appears to be greater in the public than in the private sector; (2) instances of high quality instruction are infrequent in either sector; (3) persons operating such programs are working, for the most part, in isolation from other adult educators; (4) programs are developed primarily from the initiative of a single instructor; and (5) too many programs purported to be competency-based fail to provide adequately for pre-assessment, progression when objectives are achieved, learning alternatives, and open entry/open exit format. (JT)

ED 153 052 CE 015 758

Russell, Earl B., Comp. And Others

Proceedings of the National Workshop on Competency-Based Adult Vocational Instruction, August 2-5, 1977. Leadership Training Series No. 55.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Jan 78

Contract—G007605788

Note—217p.; For related documents see CE 015 755-757 ; Parts are marginally legible due to print quality

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($12.25)

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—*Adult Education Programs, *Adult Vocational Education, Demonstration Programs, Educational Practice, Educational Resources, Information Dissemination, *Performance Based Education, *Program Descriptions, *Workshops

The purpose of the workshop reported here was (1) to share and exchange information from a national survey of the status of competency-based adult vocational education instruction and (2) to assist the participants in implementing or expanding competency-based programs. Contents include four groups of workshop presentations. Three are general reports on the subject: involvement of the Ohio State University Center for Vocational Education in competency-based adult vocational education; activities of the U.S. Office of Education in the same area; and an overview of the national survey part of the project. Six exemplary programs are described in the second section: an instructor initiated and operated program; a large, comprehensive program; a statewide program involving local schools, the State Department of Education, and the Vocational-Technical Education Consortium of States (V-TECS); the Adult Competency Education Project; the Adult Performance Level (APL) approach in adult vocational education; and administration, development, and operation of a school-wide competency-based adult vocational program. Adult education resources available at the Center for Vocational Education are summarized in four papers: Career Planning Programs for Women Employees; the Center's Performance Based Teacher Education Curricula Program; Adult Education Programs in ERIC; and Metric Education Instructional Materials for Vocational, Technical, and Adult Education. The final section contains twenty individual action plans developed by participants using the information obtained during the workshop. Appendixes include a sixty-item reading list. (JT)

ED 153 053 CE 015 768

American Women Workers in a Full Employment Economy. A Compendium of Papers Submitted to the Subcommittee on Economic Growth and Stabilization of the Joint Economic Committee, Congress of the United States, 95th Congress, 1st Session, September 15, 1977.

Joint Economic Committee, Washington, D.C.

Pub Date—15 Sep 77

Note—304p.; Not available in hard copy due to marginal reproducibility of the original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Opportunities, Economically Disadvantaged, Economic Disadvantagement, Employment Patterns, *Employment Problems, *Equal Opportunities (Jobs), Equal Protection, *Females, Job Training, *Sex Discrimination, Sex Stereotypes, Social Influences, Subemployment, Underemployed, Unemployment, Vocational Education, *Working Women

Identifiers—United States

This compendium of seventeen papers discusses women's overall role in a full employment economy and their problems in fulfilling that role. It begins with a comprehensive summary of the authors' views and then presents the papers in six sections: (1) overview; (2) overcoming barriers; (3) support services and adjusted conditions; (4) education and employment; (5) key factors: tax treatment and media images; and (6) international comparisons. The titles of the papers in each of these sections respectively are (1) "Women's Stake in Full Employment: Their Disadvantaged Role in the Economy" and "On the Way to Equality"; (2) "The Legal Road to Equal Employment Opportunity: A

Critical View," "Legal Remedies Beyond Title VII to Combat Sex Discrimination in Employment," "De Facto Job Segregation," "Women Workers, Nontraditional Occupations and Full Employment," "Underemployment of Women: Policy Implications for a Full Employment Economy," and "Lifetime Participation in the Labor Force and Unemployment among Mature Women"; (3) "The Homemaker, the Family, and Employment," "Economic Aspects of Child Care," and "Part-time Work"; (4) "Facilitating Full Employment of Women through Career Education," "Vocational Education," and "Apprenticeship"; (5) "Federal Income Tax and Social Security Law" and "The Impact of Mass-Media Stereotypes upon the Full Employment of Women"; and (6) "Working Women: European Experience and American Need." (EM)

ED 153 054 CE 015 769

Hominsky, Dolores J. Hole, F. Marvin

X-Ray Equipment and Protective Devices of Dental Assistant Programs in Pennsylvania Vocational Technical Schools. Vocational-Technical Education Research Report, Health Occupations, Monograph No. 7, Vol. 16, No. 1.

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Pub Date—Feb 78

Note—59p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Classroom Design, *Dental Assistants, Health Occupations Education, Post Secondary Education, Radiation, *Safety Equipment, *School Safety, Secondary Education, State Surveys, *Vocational Schools

Identifiers—Pennsylvania, *X Ray Machines

Objectives of a Pennsylvania study were (1) to investigate the ways in which the vocational technical schools of the state have met the recommendations of the Pennsylvania Department of Environmental Resources for classroom structural design and dental x-ray machines in dental assistant training programs and (2) to collect data on the methods by which these recommendations have been met in order to provide information for the planning of new dental assistant programs. A questionnaire was prepared to gather data on the programs and on the structural materials, protective devices and techniques, and the design of the classrooms currently in use to safeguard students against possible unnecessary exposure to radiation in the dental assistant classroom. Of the nineteen dental assistant and sixty health assistant programs in the state, about half in each category responded. Results showed that the majority of programs offering dental assisting have been in existence five years or more and have one- to two-year course offerings. The majority of respondents did not know the structural materials of the room in which dental x-ray machines were located. Most programs satisfied safety requirements for the machine itself and protective lead shielding for the operator; however, the classroom design in most cases would necessitate a protective shielding of other areas of instruction and such was not provided. Some programs did not have dental x-ray machines and some had non-operable ones for mock demonstration only. Recommendations were made regarding provision of safe equipment but also for further study on the need for x-ray equipment and the effectiveness of its use in training. (The questionnaire is appended.) (JT)

ED 153 055 CE 015 771

Annual Consumer Education "Catch-Up" Conference. (3rd, Washington, D.C., March 2-3, 1978).

Office of Consumer Affairs, Washington, D.C.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—Mar 78

Note—90p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Citizen Participation, *Conferences, *Consumer Education, *Consumer Protection, Educational Resources, Federal Legislation, Financial Support, Policy Formation, Public Policy

As stated in the introductory summary to these proceedings, the goals of the third annual national conference for consumer education were (1) to provide an introduction to resources and materials for persons new to the field of consumer education, (2) to highlight successful programs, (3) to provide up-to-date information on consumer legislation and issues, and (4) to promote involvement and action. Included in the proceedings are summaries of the individual workshops, panels, and speeches that took place during the conference; the major conclusions which emerged from it; an evaluation of the conference; the names of organizations providing consumer education exhibits; and a list of participants (500 educators, community leaders, federal, state, and local consumer affairs officials, advocates, industry representatives, and journalists). The thrust of the five major conference conclusions reported was that consumer education must have more than a "savvy shopper" image and that efforts to promote the need for citizen involvement and action must also be a major priority. As concluded in the evaluation section, the question of whether or not the conference met its goals remains unanswered since only fifty-nine of the participants completed the evaluation. (VB)

ED 153 056 CE 015 777

Professional Teacher Education Module Series. Establish Guidelines for Your Cooperative Vocational Program, Module J-1 of Category J–Coordination of Cooperative Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—42p.; For related documents see CE 015 778-786 ; ED 149 059-120, ED 149 151-58, and ED 149 172-75

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.40)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Admission Criteria, Behavioral Objectives, *Cooperative Education, *Guidelines, *Instructor Coordinators, *Learning Activities, Learning Modules, Performance Based Teacher Education, Post Secondary Education, *Program Coordination, Secondary Education, Teacher Education Curriculum, *Teaching Skills

This first in a series of ten learning modules on the establishment of cooperative education guidelines is designed to give secondary and postsecondary vocational teacher-coordinators knowledge of the characteristics of cooperative vocational education and experience in developing criteria for screening prospective students and for evaluating prospective training situations. The terminal objective for the module is to establish guidelines for a cooperative education program, while serving as a teacher-coordinator in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required readings, self-check quizzes, model answers, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on coordination of cooperative education are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

ED 153 057 CE 015 778

Professional Teacher Education Module Series. Manage the Attendance, Transfers, and Terminations of Co-op Students, Module J-2 of Category J–Coordination of Cooperative Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—23p.; For related documents see CE 015 777-786 ; ED 149 059-120, ED 149 151-58; and ED 149 172-75

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($1.30)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Attendance, *Attendance Records, Behavioral Objectives, Class Management, *Cooperative Education, *Instructor Coordinators, *Learning Activities, Learning Modules, Performance Based Teacher Education, Post Secondary Education, *Program Coordination, Secondary Education, Teacher Education Curriculum, *Teaching Skills

This second in a series of ten learning modules on coordination of cooperative education is designed to give secondary and postsecondary vocational teacher-coordinators skill in planning and applying procedures and policies for the management of student attendance, transfers, and terminations in a cooperative vocational education program. The terminal objective for the module is to manage the attendance, transfers, and terminations of co-op students, while serving as a teacher-coordinator in an actual school situation. Introductory selections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required readings, case studies to critique, model critiques, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on coordination of cooperative education are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

ED 153 058 CE 015 779

Professional Teacher Education Module Series. Enroll Students in Your Co-op Program, Module J-3 of Category J–Coordination of Cooperative Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—83p.; For related documents see CE 015 777-786 ; ED 149 059-120, ED 149 151-58, and ED 149 172-75

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($3.90)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Admission Criteria, Behavioral Objectives, *Cooperative Education, Enrollment, High School Students, *Instructor Coordinators, *Learning Activities, Learning Modules, Performance Based Teacher Education, Post Secondary Education, *Program Coordination, Secondary Education, Selection, Student Records, Teacher Education Curriculum, *Teaching Skills

This third in a series of ten learning modules on coordination of cooperative education is designed to give secondary and postsecondary vocational teacher-coordinators aid in (1) promoting student interest in the cooperative program, (2) helping students gather information about themselves in order to determine whether the cooperative program fits their needs, and (3) gathering the data needed to determine if a student meets program entry criteria. The terminal objective for the module is to enroll students in a co-op program, while serving as a teacher-coordinator in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the five learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, checklists of student screening and selection criteria, several student record forms and interview schedules, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on coordination of cooperative education are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

ED 153 059 CE 015 780

Professional Teacher Education Module Series. Secure Training Stations for Your Co-Op Program, Module J-4 of Category J–Coordination of Cooperative Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—29p.; For related documents see CE 015 777-786 ; ED 149 059-120, ED 149 151-58, and ED 149 172-75

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($1.40)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Behavioral Objectives, Community Resources, *Cooperative Education, Employers, *Instructor Coordinators, *Learning Activities, Learning Modules, Performance Based Teacher Education, Post Secondary Education, *Program Coordination, Public Relations, *School Industry Relationship, Secondary Education, Site Analysis, Teacher Education Curriculum, *Teaching Skills

This fourth in a series of ten learning modules on coordination of cooperative education is designed to give secondary and postsecondary vocational teacher coordinators skill in (1) locating training stations to access, (2) selecting training stations utilizing criteria established, and (3) convincing employers at selected training stations to participate in the cooperative vocational education program. The terminal objective for the module is to secure training stations for a co-op program, while serving as a teacher-coordinator in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, case studies to critique, model critiques, a role play, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on coordination of cooperative education are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

ED 153 060 CE 015 781

Professional Teacher Education Module Series. Place Co-op Students on the Job, Module J-5 of Category J–Coordination of Cooperative Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—91p.; For related documents see CE 015 777-786 ; ED 149 059-120, ED 149 151-58, and ED 149 172-75

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($4.00)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Behavioral Objectives, Contracts, *Cooperative Education, *Instructor Coordinators, Job Placement, *Learning Activities, Learning Modules, Performance Based Teacher Education, Post Secondary Education, *Program Coordination, School Industry Relationship, Secondary Education, *Student Placement, Teacher Education Curriculum, *Teaching Skills

This fifth in a series of ten learning modules on coordination of cooperative education is designed to give secondary and postsecondary vocational teacher-coordinators skill in matching students and training stations and in placing students on the job. Included is the setting up of training agreements and training plans for individual students. The terminal objective for the module is to place co-op students on the job, while serving as a teacher-coordinator in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the five learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, performance checklists, model training agreements and plans, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on coordination of cooperative education are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

ED 153 061 CE 015 782

Professional Teacher Education Module Series. Develop the Training Ability of On-the-Job Instructors, Module J-6 of Category J–Coordination of Cooperative Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—31p.; For related documents see CE 015 777-786 ; ED 149 059-120, ED 149 151-58, and ED 149 172-75

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($1.70)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Behavioral Objectives, *Cooperative Education, Employers, *Instructor Coordinators, Interpersonal Relationship, *Learning Activities, Learning Modules, Performance Based Teacher Education, Post Secondary Education, *Program Coordination, *School Industry Relationship, Secondary Education, Teacher Education Curriculum, *Teaching Skills, Trainers

This sixth in a series of ten learning modules on coordination of cooperative education is designed to give secondary and postsecondary vocational teacher-coordinators preparation to work with people who are responsible for providing on-the-job instruction for students in a cooperative vocational education program. The terminal objective for the module is to develop the training ability of on-the-job instructors, while serving as a teacher-coordinator in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, case studies to critique, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on coordination of cooperative education are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

ED 153 062 CE 015 783

Professional Teacher Education Module Series. Coordinate On-the-Job Instruction, Module J-7 of Category J–Coordination of Cooperative Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—75p.; For related documents see CE 015 777-786 ; ED 149 059-120, ED 149 151-58, and ED 149 172-75

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($3.30)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Behavioral Objectives, Case Studies, *Cooperative Education, *Instructor Coordinators, *Learning Activities, Learning Modules, Performance Based Teacher Education, Post Secondary Education, Practicum Supervision, *Program Coordination, Secondary Education, *Supervisory Activities, Teacher Education Curriculum, *Teaching Skills

This seventh in a series of ten learning modules on coordination of cooperative education is designed to give secondary and postsecondary vocational teacher-coordinators competency in planning and providing the necessary coordination and supervision to ensure that the students' experiences on the job are productive and helpful in aiding them to meet their career goals. The terminal objective for the module is to coordinate on-the-job instruction, while working as a teacher-coordinator in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the five learning experiences and the resources required. Materials in the learning experiences include required reading, case studies to critique, model critiques, various coordination schedule forms and evaluation forms, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on coordination of cooperative education are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

ED 153 063 CE 015 784

Professional Teacher Education Module Series. Evaluate Co-Op Students' On-the-Job Performance, Module J-8 of Category J–Coordination of Cooperative Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Note—35p.; For related documents see CE 015 777-786 ; ED 149 059-120, ED 149 151-58, and ED 149 172-75
Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($1.90)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Behavioral Objectives, *Cooperative Education, *Instructor Coordinators, *Learning Activities, Learning Modules, Performance Based Teacher Education, Post Secondary Education, *Program Coordination, Secondary Education, *Student Evaluation, Student Records, Task Performance, Teacher Education Curriculum, *Teaching Skills

This eighth in a series of ten learning modules on coordination of cooperative education is designed to give secondary and postsecondary vocational teacher-coordinators skill in evaluating students' on-the-job progress including help in devising the evaluation forms and procedures. The terminal objective for the module is to evaluate co-op students' on-the-job performance, while serving as a teacher-coordinator in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, case studies to critique, model critiques, sample student evaluation forms, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on coordination of cooperative education are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

ED 153 064 CE 015 785

Professional Teacher Education Module Series. Prepare for Students' Related Instruction, Module J-9 of Category J–Coordination of Cooperative Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Note—41p.; For related documents see CE 015 777-786 ; ED 149 059-120, ED 149 151-58, and ED 149 172-75
Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($1.90)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Behavioral Objectives, *Cooperative Education, *Instructor Coordinators, *Learning Activities, Learning Modules, Lesson Plans, *Off the Job Training, Performance Based Teacher Education, Post Secondary Education, *Program Coordination, Program Design, Secondary Education, Teacher Education Curriculum, *Teaching Skills

This ninth in a series of ten learning modules on coordination of cooperative education is designed to give secondary and postsecondary vocational teacher coordinators skill in designing the in-school instruction students receive in conjunction with their on-the-job training. The terminal objective for the module is to prepare for students' related instruction, while serving as a teacher-coordinator in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes with model answers, case studies of students to prepare training plans for, model training plans, a techniques/materials checklist, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on coordination of cooperative education are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

ED 153 065 CE 015 786

Professional Teacher Education Module Series. Supervise an Employer-Employee Appreciation Event, Module J-10 of Category J–Coordination of Cooperative Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Note—35p.; For related documents see CE 015 777-785 ; ED 149 059-120, ED 149 151-58, and ED 149 172-75
Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Behavioral Objectives, *Cooperative Education, Employers, *Instructor Coordinators, *Learning Activities, Learning Modules, Performance Based Teacher Education, Post Secondary Education, *Program Coordination, *School Industry Relationship, Secondary Education, Student Participation, Teacher Education Curriculum, *Teaching Skills

This tenth in a series of ten learning modules on coordination of cooperative education is designed to give secondary and postsecondary vocational teacher-coordinators skills to guide students in planning and conducting a successful employer-employee appreciation event (a social event at which food is served and some form of ceremony or entertainment is included.) The terminal objective for the module is to supervise an employer-employee appreciation event, while serving as a teacher-coordinator in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes with model answers, a case study to critique, a model critique, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on coordination of cooperative education are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

ED 153 066 CE 015 787

Geigle, Erwin K.

Management Information Systems. A Review and Synthesis of Projects Funded During FY 1975 Under the Vocational Education Amendments (P.L. 90-576, Section 131(a) of Part C). Information Series No. 128.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—78
Contract—300-75-0141
Note—73p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Evaluation Criteria, Federal Aid, Federal Legislation, *Management Information Systems, Program Evaluation, *State Programs, *Systems Development, *Vocational Education
Identifiers—Vocational Education Amendments 1968

Of the twenty-three vocational education projects funded during fiscal year 1975 under the U.S. Office of Education priority "Management Information Systems," the sixteen project reports available for review are analyzed in this report. Focus is on management information system development efforts as described in the reports, the intent being to identify the level of development in relation to predetermined criteria. The review is organized in two main sections. The first includes (1) introduction (noting the legislative intent); (2) definition of management information systems (MIS); (3) criteria for reviewing reports (twelve MIS factors which are divided into three categories: developmental, technical, and human/organizational); (4) numbering system for rating reports; (5) results; and (6) fourteen conclusions and recommendations. Among the results noted are these: MIS factors were found to be applicable to only ten of the sixteen reports; in these, developmental factors were rated highest and human/organizational factors lowest; and reports demonstrate general knowledge of basic MIS development principles with considerable room for improvement. The second section includes the author's one- or two-page analysis of each of the sixteen individual reports. Each contains project purpose and summary, comparison of the report to MIS criteria, and general concluding comments. Appended are a list of all twenty-three final reports by state and a one-page abstract of each project not included in the review. (JT)

ED 153 067 **CE 015 807**

Gay, Robert M.

Estimating the Cost of On-the-Job Training in Military Occupations: A Methodology and Pilot Study.

Rand Corp., Santa Monica, Calif.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.

Report No.—R-1351-ARPA

Pub Date—Apr 74

Contract—DAHC15-73-C-0181

Note—87p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Educational Background, *Enlisted Personnel, *Estimated Costs, Individual Characteristics, Intelligence, *Models, *On the Job Training, Prediction, Predictive Validity, Productivity, *Program Costs, Wages

A military research study focused on the cost of on-the-job training (OJT) for enlisted men until they reach the proficiency level of journeyman, with objectives to develop a costing methodology for OJT sufficiently general to be used in almost any occupational specialty in any of the services and to pilot test that methodology and evaluate its usefulness. The method developed is a straightforward application of human capital theory in which the military's investment in OJT is measured as the present value of the sum of positive differences between an individual's military pay and productivity over time. Data for the pilot study of the method of estimating costs of OJT were collected at Norton Air Force Base, California, in the fall of 1972. The usable sample was drawn from approximately 700 men in the occupational group Aircraft Maintenance Specialists, the largest Air Force specialty, with the final sample for analysis consisting of sixty-four individuals based on the survey responses of twelve supervisors. The results in the pilot study indicate that the method gives plausible estimates of the magnitude of OJT costs and their relationship to trainee attributes. Measured mental ability and previous education were found to be importantly related to OJT costs, and the "typical trainee" approach of estimating costs of OJT was shown to give seriously downward-biased estimates. (VB)

ED 153 068 **CE 015 808**

Lofts, Ada

The Utilization of the Oregon Department of Education Materials by Vocational Teachers in Linn, Benton and Lincoln Counties. Final Report.

Linn-Benton Independent Education District, Albany, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Oregon Dept. of Education, Salem. Career Program Development and Evaluation Unit.

Pub Date—30 Jun 77

Contract—22-000-059

Note—58p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Administrator Attitudes, Educational Resources, Information Dissemination, *Information Needs, *Information Utilization, *Instructional Materials, Post Secondary Education, Secondary Education, State Surveys, Teacher Attitudes, Use Studies, *Vocational Education Teachers

Identifiers—*Oregon

Secondary vocational instructors, community college instructors, and career directors in three Oregon counties were interviewed to assess usage of occupational cluster guides, individualized instruction packages, and other curriculum materials developed by the Oregon Department of Education (ODE). Focus was on level and depth of usage, deterrents to full utilization of ODE materials, and the types of materials that should be developed in the future. The conclusions include the following: (1) most instructors utilize ODE materials for more than one purpose; (2) the use of materials varies between teachers of the various occupational clusters; (3) most instructors utilize materials in developing curriculum, supplementing instruction, and planning their program; (4) most instructors have ODE materials located in their offices or classrooms; (5) there has not been an organized approach for getting new materials into the field; (6) preservice and post-graduate training should be more intensive in how to use the cluster guides in curriculum development and the adaptation of individualized learning materials; (7) the primary deterrents to the use of ODE materials are the limited range of usage for some materials, lack of training in the proper use of materials, and lack of knowledge of existence of materials; and (8) future publications should contain more specifics that are helpful to the classroom teacher. (EM)

ED 153 069 **CE 015 814**

Cohen, Barbara S.

Career Development in Industry. A Study of Selected Programs and Recommendations for Program Planning.

Educational Testing Service, Princeton, N.J.

Pub Date—Dec 77

Note—89p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Planning, Human Resources, Industrial Relations, *Industry, Management Systems, Manpower Utilization, Occupational Guidance, Organizational Development, Personnel Management, Program Descriptions, *Program Development, *Program Planning, *Vocational Development

A study was conducted to see what specific programs have been developed for employee career planning and development in order to help organizations interested in establishing career development programs learn what other organizations are doing, what types of programs are in effect and how they are managed. The study was based upon information derived from interviews, the literature, and questionnaires sent to twenty-seven corporations. Summaries of the information derived from the data collected is presented according to an alphabetical listing of the corporations, among them AT&T, General Electric, IBM, Lawrence Livermore Laboratory, 3M Corporation, Naval Weapons Center, and Union Carbide Corporation. It was concluded that (1) there are few organized and centralized career development programs in effect; (2) many companies are currently in the process of developing such programs; (3) there is much to be done if the goals of the organization and the individual are to be meshed and obtained; and (4) skills banks and job postings should be tied in with career development to develop skills needed by certain employees in terms of development for manpower requirements. Extensive recommendations are made on the basis of the study, and implications of coordinated human resources development programs are discussed. (Appendixes contain other programs of interest and the questionnaire used in the study.) (TA)

ED 153 070 **CE 015 823**

Braaten, Larry Miller, Annette

Annual Report on State Research Coordinating Unit Activities for the Period June 30, 1975-September 30, 1976. Fiscal Year 1976.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—Aug 77

Note—160p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Demonstration Projects, Educational Legislation, Educational Research, Federal Legislation, Planning, *Research Coordinating Units, *Research Projects, *Research Utilization, *Vocational Education

Identifiers—*Vocational Education Amendments 1968 Part C

To provide information that will facilitate the exchange of information between states and reduce duplication of effort, this report summarizes information received from State Research Coordinating Units (RCUs) regarding research activities conducted under section 131(b) of part C of the Vocational Education Amendments of 1968. This is the twelfth in a series of reports on the activities of the state RCUs. (All the reports are available separately in the ERIC system by the following ED numbers: 053-293; 052-381; 067-463; 068-718; 076-781; 080-720; 099-681; 099-519; 107-838; 110-683; 117-436.) The projects, which are reported alphabetically by state, are listed as either projects completed or new projects funded. Also, the research related activities and projects/activities plans are reported for each state. (BM)

ED 153 071 **CE 015 824**

Bregman, Ralph

A Final Report of the National Advisory Council on Vocational Education by the Task Force on Management Evaluation Review for Compliance. Report No. 1.

National Advisory Council on Vocational Education, Washington, D.C.

Pub Date—Oct 77

Note—25p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Advisory Committees, Agency Role, Educational Coordination, Federal Legislation, Federal Programs, *Federal Regulation, Federal State Relationship, *Management, Program Administration, Program Evaluation, *State Programs, *Vocational Education

Identifiers—United States, Vocational Education Amendments 1968

Observations and recommendations of the National Advisory Council on Vocational Education (NACVE) are presented based on its participation in a series of management evaluation reviews designed to assess the degree of state compliance with the requirements of current law, P.L. 90-576 (the Vocational Education Amendments of 1968). Section 1 reviews the role of the council in conducting reviews in ten states and reports that three of them were out of compliance in two areas or less and one was found to be deficient in five compliance areas. Section 2 summarizes ways in which each state sought to avoid unnecessary duplication between postsecondary and adult vocational education. A third and fourth section summarize the opinions of state advisory council personnel regarding (1) specific operational aspects of vocational education which need independent evaluation, (2) areas in which NACVE can provide technical assistance to state and local councils, and (3) specific problem areas not specifically related to compliance (e.g., need for council records to be periodically audited and need for study of balance or parity of funding between secondary and postsecondary education systems). A final section presents recommendations to the Bureau of Occupational and Adult Education, the state advisory councils and NACVE regarding their different roles or responsibility for specific management or evaluation functions. The questionnaire used in the state management reviews is appended. (JT)

ED 153 072 CE 015 825

Moore, Susan C. Hole, F. Marvin

An Analysis of the Literature to Identify Staff Development Requirements for Practical Nursing Instructors. Vocational-Technical Education Research Report. Health Occupations, Monograph No. 10, Vol. 16, No. 4.

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Pub Date—Jun 78

Note—77p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Adult Education, *Educational Needs, *Faculty Development, Health Occupations, Inservice Teacher Education, Instructional Staff, Literature Reviews, *Nursing, Practical Nurses, Professional Continuing Education, *Program Improvement, *Program Planning, Staff Improvement, Statewide Planning, Vocational Education Teachers

Identifiers—Pennsylvania

A review of the literature on continuing education was done to identify the literature related to practical nursing instructors, analyze the literature to see how it affects the practical nursing instructor, and make recommendations for a long-term plan of staff development for practical nursing instructors in Pennsylvania. The literature revealed that there is a definite need for a plan of staff development for practical nursing instructors. Between the years 1972 and 1976 there were thirty-two practical nursing programs throughout Pennsylvania with faculty members that did not meet minimum qualifications according to the Pennsylvania State Board of Nurse Examiners. At present there are no continuing education courses available specifically for practical nursing instructors, but these will need to be developed by institutions of higher learning if continuing education becomes mandatory. Among eight recommendations made based on the study findings are the following: institutions of higher learning in Pennsylvania need to design programs for health occupations teachers that consider working hours, length of school contracts, and commuting time; certification standards should be developed for postsecondary vocational educators throughout the United States; nationally, professional organizations need to agree on a method of evaluating continuing education; and a national panel should be appointed to define continuing education in nursing and to delineate and set continuing education standards for each of the specialty areas in nursing. (EM)

ED 153 073 CE 015 832

Bale, Richard L. Molitor, James A.

The Mountain-Plains Education & Economic Development Program: Success or Failure?

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Report No.—AAI-77-35

Pub Date—Jan 78

Contract—NIE-C-1047

Note—410p.; Not available in hard copy due to reproducibility problems; For related documents see CE 014 630-648 and CE 014 651-684

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Vocational Education, *Career Education, *Disadvantaged Groups, Economically Disadvantaged, Economic Status, Educationally Disadvantaged, Family Characteristics, *Family Programs, Federal Programs, Individual Development, Individualized Programs, *Program Effectiveness, Program Evaluation, *Research Design, *Residential Programs, *Student Employment, Summative Evaluation, Tables (Data), Vocational Adjustment, Vocational Development

Identifiers—Idaho, Montana, Mountain Plains Program, Nebraska, North Dakota, South Dakota, Wyoming

Reported here is the external summative evaluation of the Mountain-Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state region. (For the internal summative evaluation see CE 014 682-684.) To determine the program's success in rehabilitating its participant families, this evaluation follows a five-domain quality-of-life paradigm which includes the following domains: economic well-being; well-being in the world of work; well-being in the family as a unit; personal psychological well-being of the head-of-household and spouse; and social well-being. Chapter 1 presents the importance of the evaluation and organization of the report. Chapter 2 extensively describes the Mountain-Plains program. Chapter 3 describes the evaluation study, and the findings regarding the effectiveness of Mountain-Plains in accomplishing its goals are presented in Chapter 4. Finally, Chapter 5 presents the conclusions based on these outcome objectives: increase employment earnings; reduce income from welfare sources; increase number of weeks employed; increase occupational prestige; enhance family well-being; and enhance personal well-being. Technical materials are found in the appendix, which comprises a major portion of the document. (BM)

ED 153 075 CE 015 846

Planning Guide for a Secondary Summer Cooperative Vocational Education Program. From an Exemplary Vocational Education Project Entitled "The Summer Component in a Year-Round, Rural, Secondary Cooperative Education Model." [Final Report.]

Lyons School System, Nebr.

Spons Agency—Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.; Office of Education (DHEW), Washington, D.C.

Pub Date—29 Oct 76

Note—18p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Cooperative Programs, Evaluation Criteria, *Extended School Year, Guides, *Program Development, Program Evaluation, *Program Planning, Secondary Education, Summer Programs, Summer Schools, Vocational Education, Work Experience Programs

Identifiers—Nebraska

This guide was developed to help secondary education teachers plan a summer cooperative vocational education program. This booklet's content is presented in four sections. The first one covers background information while section two explains the reasons for establishing a summer cooperative education program. The third section discusses ten steps in setting up the program. The last section examines the outcomes in relation to the four program objectives and concludes with five recommendations. (EM)

ED 153 076 CE 015 874

Professional Teacher Education Module Series. Keep Up to Date Professionally, Module I-1 of Category I–Professional Role and Development.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—37p.; For related documents see CE 015 875-881 ; Parts may be marginally legible due to colored background

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($3.10)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Behavioral Objectives, *Learning Activities, Learning Modules, Performance Based Teacher Education, *Personal Growth, Post Secondary Education, *Professional Continuing Education, Secondary Education, Teacher Education Curriculum, Teaching Skills, *Vocational Development, *Vocational Education Teachers

This first in a series of eight learning modules on professional role and development is designed to give secondary and postsecondary vocational teachers aid in learning how to keep up to date and in developing the attitudes and habits which will serve to keep them up to date in their careers as educators. The terminal objective for the module is to keep up to date professionally while working in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, a personal inventory of professional development, self-check quizzes with model answers, a performance checklist, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on professional development are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

ED 153 077 CE 015 875

Professional Teacher Education Module Series. Serve Your Teaching Profession, Module I-2 of Category I–Professional Role and Development.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—33p.; For related documents see CE 015 874-881 ; Parts may be marginally legible due to colored background

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.10)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Behavioral Objectives, *Learning Activities, Learning Modules, Noninstructional Responsibility, Performance Based Teacher Education, Post Secondary Education, Secondary Education, *Teacher Associations, Teacher Education Curriculum, *Teacher Role, *Vocational Development, *Vocational Education Teachers

This second in a series of eight learning modules on professional role and development is designed to give secondary and postsecondary vocational teachers aid in serving their profession by helping them become aware of the various ways they can serve it (e.g., through active support of organizations representing the profession, volunteer work on committees, support of legislation affecting the profession, and publicity for new ideas, problems, issues, and concerns). The terminal objective for the module is to serve the teaching profession while working in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes with model answers, a case study to critique and a model critique, and the teacher performance assessment form for use in evaluation of the terminal objective.

(The modules on professional role are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

ED 153 078 **CE 015 876**

Professional Teacher Education Module Series. Develop an Active Personal Philosophy of Education, Module I-3 of Category I–Professional Role and Development.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—57p.; For related documents see CE 015 874-881 ; Parts may be marginally legible due to colored background

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($3.10)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Behavioral Objectives, Educational Philosophy, *Ethical Values, Ethics, *Learning Activities, Learning Modules, Performance Based Teacher Education, *Personal Growth, Personal Values, Post Secondary Education, Secondary Education, Teacher Education Curriculum, *Vocational Development, *Vocational Education Teachers

This third in a series of eight learning modules on professional role and development is designed to give secondary and postsecondary vocational teachers help in developing the basic competencies needed to develop and maintain a personal philosophy of education and ethical standards. The terminal objective for the module is to develop an active personal philosophy of education while working in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the six learning experiences and the resources required. Materials in the learning experiences include required readings, self-check quizzes with model answers, a case study to critique with model critique, personal philosophy work forms and checklist, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on professional role are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

ED 153 079 **CE 015 877**

Professional Teacher Education Module Series. Serve the School and Community, Module I-4 of Category I–Professional Role and Development.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—27p.; For related documents see CE 015 874-881 ; Parts may be marginally legible due to colored background

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($1.30)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Behavioral Objectives, Community, *Learning Activities, Learning Modules, *Noninstructional Responsibility, Performance Based Teacher Education, Post Secondary Education, Secondary Education, Teacher Education Curriculum, *Vocational Development, *Vocational Education Teachers

This fourth in a series of eight learning modules on professional role and development is designed to give secondary and postsecondary vocational teachers assistance in developing the attitudes and competencies necessary to carrying out their professional responsibilities in serving the school and community (beyond the specific responsibilities of conducting his/her own instructional program). The terminal objective for the module is to serve the school and community while working in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz with model answers, a case study to critique and a model critique, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on professional role are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

ED 153 080 **CE 015 878**

Professional Teacher Education Module Series. Obtain a Suitable Teaching Position, Module I-5 of Category I–Professional Role and Development.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—47p.; For related documents see CE 015 874-881 ; Parts may be marginally legible due to colored background

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.50)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Behavioral Objectives, *Career Planning, Employment Interviews, *Job Application, *Job Search Methods, *Learning Activities, Learning Modules, Performance Based Teacher Education, Post Secondary Education, Secondary Education, Teacher Education Curriculum, *Vocational Development, *Vocational Education Teachers

This fifth in a series of eight learning modules on professional role and development is designed to give secondary and postsecondary vocational teachers help in locating and applying for teaching positions that best match their professional beliefs, abilities, and goals and help in planning for professional development. The terminal objective for the module is to obtain a suitable teaching position at a time when one will be seeking employment. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required readings, a self-check quiz, and model answers; model application forms, a vita, and an interview checklist; a personal/professional profile worksheet; a checklist for selecting a teaching position; and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on professional development are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

ED 153 081 **CE 015 879**

Professional Teacher Education Module Series. Provide Laboratory Experiences for Prospective Teachers, Module I-6 of Category I–Professional Role and Development.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—44p.; For related documents see CE 015 874-881 ; Parts may be marginally legible due to colored background

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.30)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Behavioral Objectives, *Cooperating Teachers, *Curriculum Planning, *Learning Activities, Learning Modules, Performance Based Teacher Education, Post Secondary Education, Secondary Education, *Student Teaching, Teacher Education Curriculum, *Teacher Role, *Teaching Skills, Vocational Education

This sixth in a series of eight learning modules on professional role and development is designed to give secondary and postsecondary vocational teachers preparation for working as cooperating teachers. Focus is on the purposes of laboratory or clinical experience in the teacher education program and on skills needed for planning meaningful experiences for prospective teachers. The terminal objective for the module is to provide laboratory experiences for prospective teachers while serving as cooperating teachers in actual school situations. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the five learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz with model answers, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on professional role are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

ED 153 082 **CE 015 880**

Professional Teacher Education Module Series. Plan the Student Teaching Experience, Module I-7 of Category I–Professional Role and Development.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78
Note—39p.; For related documents see CE 015 874-881 ; Parts may be marginally legible due to colored background
Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.30)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Behavioral Objectives, *Cooperating Teachers, *Curriculum Planning, *Learning Activities, Learning Modules, Performance Based Teacher Education, Post Secondary Education, Secondary Education, *Student Evaluation, Student Teaching, Teacher Education Curriculum, *Teaching Skills, Vocational Education

This seventh in a series of eight learning modules on professional role and development is designed to give secondary and postsecondary vocational teachers who also serve as cooperating teachers competence in planning the total student teaching experience–planning appropriate activities for student teachers and developing plans for evaluating their progress. The terminal objective for the module is to plan student teaching experience while serving as a cooperating teacher in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the five learning expeiences and the resources required. Materials in the learning experiences include required reading with self-check quiz and model answers, a case study to critique and model critique, performance checklists, planning worksheet, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on professional role are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

ED 153 083 CE 015 881

Professional Teacher Education Module Series. Supervise Student Teachers, Module I-8 of Category I–Professional Role and Development.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Note—39p.; For related documents see CE 015 874-880 ; Parts may be marginally legible due to colored background
Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Behavioral Objectives, Conferences, *Cooperating Teachers, Demonstrations (Educational), *Learning Activities, Learning Modules, Performance Based Teacher Education, Post Secondary Education, *Practicum Supervision, Secondary Education, *Student Evaluation, Student Teachers, Teacher Education Curriculum, *Teaching Skills, Vocational Education

This eighth in a series of eight learning modules on professional role and development is designed to give secondary and postsecondary vocational teachers skill to supervise student teachers in a vocational education program–guiding them through the student teaching experience and evaluating their progress. The terminal objective for the module is to supervise a student teacher while serving as a cooperating teacher in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required readings, a checklist for demonstrating instructional techniques, a case study on the student teacher conference, a vocational student teacher evaluation instrument, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on professional role are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

ED 153 084 CE 015 891

Stanback, Thomas, Jr. Drennan, Matthew
The Transformation of the Urban Economic Base. Special Report No. 19.
National Commission for Manpower Policy, Washington D.C.
Pub Date—Feb 78
Note—86p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Community Change, Demography, *Economic Change, *Manpower Development, *Policy Formation, Theories, *Trend Analysis, Unemployment, Urban Areas, Urbanization, *Urban Renewal

The objective stated for this monograph is to provide some insights regarding the nature of urban economic systems and their growth processes which will be useful in formulating developmental policy. A foreword (by Eli Ginzberg) provides background on the history of and present challenge to reshape manpower policies and programs for cities afflicted by unemployment. The first of three chapters deals with the contribution of urban economic theory: the concept of an export base, the nature of selected growth processes, the forces of decentralization, the concept of a hierarchical system of cities, and the connections between demography and urban economics. Chapter 2 interprets recent national social and economic trends in terms of their implications for metropolitan economic development policy. Six themes are stressed: the limited change in export specialization, the growth of local sector employment, uneven rate of growth in productivity among sectors, the emergence of transfers of a major source of metropolitan income, the economic interdependence of central city and suburb, and the widely divergent impact of national demographic trends. The final chapter examines adjustment and stabilization mechanisms as well as sources of renewal in the city (cost-price adjustments; agglomeration linkages; and relative immobility of human, cultural, and fixed capital resources), and implications are suggested for five developmental strategies: getting the export base in focus, looking for linkages, avoiding demographic and economic surprises, getting a line on manpower requirements, and maximizing other income flows. (JT)

ED 153 085 CE 015 893

An Interim Report to the Congress of the National Commission for Manpower Policy. The Challenge of Rising Unemployment. Report No. 1.
National Commission for Manpower Policy, Washington D.C.
Pub Date—Feb 75
Note—30p.; For related documents see CE 015 894-897
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Advisory Committees, Employment Problems, *Employment Programs, Federal Legislation, *Federal Programs, *Job Training, Manpower Development, Policy Formation, *Program Effectiveness, *Program Improvement, *Unemployment, Unemployment Insurance
Identifiers—Comprehensive Employment and Training Act, United States

This first interim report of the National Commission for Manpower Policy on the manpower challenges of 1975 was developed to (1) assess the extent to which federal manpower and manpower-related programs provide a structure capable of responding to the current unemployment problems and (2) consider some of the long-run critical manpower issues that the Commission plans to address in formulating recommendations aimed at the development of a cohesive national manpower policy. The content is in three sections. The first covers the Commission's task and includes background, statutory charge, the President's views, and the Commission's approach and work plan. Section 2 on the manpower challenges of 1975 discusses the specter of unemployment, recent legislative initiatives, and the responsiveness of manpower and manpower-related programs, including job creation, income maintenance, funding requirements, and labor market information and analysis. The last section covers the long-range manpower challenges and opportunities. (EM)

ED 153 086 CE 015 896

An Interim Report to the President and the Congress of the National Commission for Manpower Policy. Addressing Continuing High Levels of Unemployment. Report No. 4.
National Commission for Manpower Policy, Washington D.C.
Pub Date—Apr 76
Note—20p.; For related documents see CE 015 893-897
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Employment Programs, Experimental Programs, Federal Legislation, *Federal Programs, *Job Training, *Program Improvement, Research Needs, Unemployed, *Unemployment, Unemployment Insurance, Youth Employment
Identifiers—Comprehensive Employment and Training Act, Public Works and Economic Development Act, United States

One of five booklets designed to help vocational education teachers and Commission for Manpower Policy reported here reflect the Commission's concern that, classrooms, this booklet discusses the role of medical, social, educational, and unemployment are expected to continue for some time. This booklet's content is presented in four sections. The first one describes the economic and political setting in which the meeting took place. Section 2 discusses the general rationale for the Commission's conclusions. The third section on directions for action presents six Commission recommendations regarding appropriate manpower program efforts in Fiscal Year 1977 under the Comprehensive Employment and Training Act (CETA) and the Public Works and Economic Development Act. The topics covered in this section are overall level of effort, public service employment and related efforts, skill training, public works, Youth Employment Corporation, improving the knowledge base, unemployment insurance, special revenue sharing, and the role of the private sector. The last section lists the expected outcomes of implementing the Commission's recommendations. (EM)

ED 154 109 CE 013 568

Lee, Connie W. And Others
Fourth Progress and Information Report of the Vocational-Technical Education Consortium of States. (VOTECS.)
Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Occupational Education Institutions.Vocational Technical Education Consortium of States, Atlanta, Ga.
Pub Date—Jul 77
Note—90p.; Parts may not reproduce well due to

paper and ink color contrast
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Administrative Organization, Catalogs, Computer Programs, Consortia, Cooperative Planning, *Curriculum Development, Delivery Systems, Diffusion, Methods, Occupational Surveys, Organization, *Performance Based Education, Production Techniques, Program Coordination, Program Design, Program Evaluation, *Program Improvement, Program Planning, Quality Control, *Technical Education, *Vocational Education
Identifiers—Vocational Technical Education Consortium States

Five areas of concern relating to the Vocational-Technical Education Consortium of States (VOTECS) are documented in this report. First, following an introduction which discusses the purpose of the VOTECS system (to develop materials for performance based instruction), the organizational structure of the sixteen-state consortium is presented, including information on the administrative agency, the board of directors, the central staff, the technical coordinators, and the project directors. Second, information is given on the methods and procedures for VOTECS product development and review. The VOTECS model, occupational survey, computer systems and services, and quality control features are also discussed. Third, project status in terms of completion schedule, state diffusion strategies, and the National Institute of Education proposal are reviewed. (Of the 114 projects to develop catalogs of performance objectives and criterion-referenced measures, thirty-five are completed with catalogs now available.) Fourth, newly developed, proposed, and implemented techniques are described and the following areas are included: computer systems and services advancement; catalog revision and updating cycle; linkage between VOTECS catalogs and classroom delivery systems; third-party evaluation of VOTECS; and the Delphi technique for long range planning techniques. Lastly, information is given on the fees for membership and the catalogs. The following information is appended: the VOTECS bylaws; names and addresses of board members, staff members, and technical coordinators in member states; VOTECS staff resumes; and a table of project titles with corresponding job titles. (JH)

ED 154 114 CE 014 394
Andreyka, Robert E.
Leadership Competencies in Vocational Education: Implications for Preservice Education.
Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.
Pub Date—[76]
Note—21p.; Table 2 will not reproduce well due to small, broken type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Administrative Personnel, *Job Skills, *Leadership Responsibility, Performance Based Education, Preservice Education, *Professional Training, Rating Scales, Skill Analysis, Staff Improvement, *Supervisors, *Vocational Education

Since a competency-based approach to training supervisors and administrators of vocational education programs appears to be one solution to the problem of inadequate personnel programs, a study was conducted to identify professional competencies required of supervisors and administrators in successfully fulfilling their leadership roles. The study also sought to discover if there are different competencies required for each group. An eighty-four-item descriptive survey instrument was distributed to 282 supervisors and administrators in the state of Florida. Respondents were asked to rate each listed competency on a six-point scale as to its importance. Based on a fifty-two percent return, a one-way analysis of variance was applied to determine if significant differences existed between the mean importance ratings of competencies among groups of administrators and supervisors. A t-test was also used to determine significant differences in perception of the importance of competencies between supervisors and administrators. The study concluded that the responsibilities of vocational education supervisors and administrators are varied and that competencies important to them do not vary greatly. The study also concluded that the competencies required for supervisors and administrators are somewhat similar. (Author/JH)

ED 154 116 CE 014 851
Spencer, Carl
Lincoln Experience-Based Career Education Project. Interim Report, 1976-77.
Lincoln Public Schools, Nebr.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Nov 77
Contract—G07-76-00093(502)
Note—271p.; Not available in hard copy due to reproducibility problems
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Career Education, Educational Objectives, High School Curriculum, *Instructional Materials, Learning Activities, *Program Administration, Program Content, Program Descriptions, *Program Development, *Program Evaluation, Secondary Education, Vocational Development
Identifiers—Experience Based CAreer Education Program, Nebraska (Lincoln)

A project was done to assist four high schools to install programs for students which incorporate experience-based career education (EBCE) philosophy and activities and assist in the construction of district-wide structures which support these programs. The major components of project activities were project management, tenth-grade sequence of career/educational planning guidance activities, developing a system for delivering instruction, developing a career exploration system, establishing a career guidance system, and installation of the program. To date, the project has considerable support and acceptance from the central office administration and administrators in each school, and the EBCE program is installed, somewhat tentatively, in the district and the high schools. (The text of this report contains copies of project materials, such as reports, booklets, learning package, publicity articles, forms, and an EBCE model. An extensive project evaluation report is appended. Also, the color-coded appendix comprising one-half of this report includes process goals by component, staff vitaes and job descriptions, tenth grade course (includes for each of four units the following: the course goal; unit goals; unit objectives; and daily lesson topics with objectives, learning principles, learning activities correlated with procedures and resources, evaluation, and assignment), a student workbook, and seven EBCE flipcharts.) (EM)

ED 154 117 CE 014 869
Alternation between Work and Education. A Study of Educational Leave of Absence at Enterprise Level.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Pub Date—78
Note—97p.
Available from—Organisation for Economic Cooperation and Development, 2, rue Andre-Pascal, 75775 Paris CEDEX 16, France ($6.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Access to Education, Business Cycles, Case Studies, Cost Effectiveness, Educational Demand, Educational Finance, *Educational Objectives, *Educational Opportunities, Employees, *Employer Employee Relationship, Employment Level, Employment Practices, Foreign Countries, Government Role, Individual Development, Job Training, *Labor Education, *Leave of Absence, Organizational Effectiveness, Personnel Policy, Public Policy, Social Values, Staff Improvement, State of the Art Reviews
Identifiers—United States

The study reported here involves six countries (Germany, Italy, Yugoslavia, United Kingdom, United States, and Sweden) and focuses on the ways in which those who are actively employed have access to opportunities to alternate education and training with their employment. The first chapter discusses the study structure and defines the field covered in the study. In chapter 2 the major issues are discussed, including the availability of information; educational leave, equity, and efficiency; and responsibility and control. Chapter 3 analyzes the data collected from firms in these countries where alternation between work and education was developed. This information, treated as case studies, is divided into five sections as follows: internal and external provision of educational leave, demand for leave, duration and distribution, evaluation, and the implications for career patterns. The last chapter on the relation between educational leave and broader social and labor market policies includes the following five sections: the parameters of educational leave–external constraints and internal factors; educational leave and the segmentation of the labor market; qualitative aspects–technological developments, work reorganization, and industrial democracy; the role of public authorities; and concluding comments. A list of the firms studied and the grid used as a framework for the case studies are appended. (EM)

ED 154 130 CE 014 994
Turner, Betty H.
Development of Competency Based Competitive Events in Distributive Education. Final Report.
Ohio State Univ., Columbus.
Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
Pub Date—78
Note—78p.; Not available in hard copy due to reproducibility problems
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Activity Units, Business Education, *Curriculum Development, Curriculum Guides, *Distributive Education, *Learning Activities, Multiple Choice Tests, Performance Based Education, Skills, *Tests, Vocational Education

The project described in this report was designed to provide competitive events for students of distributive education which correlate with competency based curriculum. The products which were developed by the project are 109 written competency-based events in eleven occupational areas and 115 performance events in twelve occupational areas. Writers for the events were selected from teachers of distributive education. Five one-day workshops were conducted to orient the writers, compile the events, and edit the final product. Two sample events, one written and one performance, are included in the report. Complete teacher and student materials and instructions are provided for each event. The performance event requires the student to view a copy of an advertisement and the advertised merchandise. Each participant is required to prepare a fact sheet and orally present the pertinent information to judges. The written event provided in this report is a multiple-choice, true-false test in human relations. (BB)

ED 154 131 CE 015 078
Adelman, Stanley I. Ciminillo, Lewis
Career Education and Identity Status.
Pub Date—28 Mar 78
Note—14p.; Paper presented at the American Educational Research Association (Toronto, Canada, March 28, 1978); Not available in hard copy due

to reproducibility problems

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Education, Comparative Analysis, Developmental Stages, Educational Research, High School Students, *Self Concept, Senior High Schools, *Seniors, Student Development, *Vocational Development

A study was conducted to analyze the relationship between the availability of a comprehensive career education program and the development of ego identity by high school seniors. Marcia's continuum of identity development with its four stages (identity diffusion, foreclosure, moratorium, and identity achievement) was used in combination with interview techniques to compare students in a district with a fully developed career education program and students in a district without a formal career education program. Thirty students randomly selected from the senior class in each district were interviewed by six university students trained in Marcia's procedures. Tapes of the interviews were then reviewed by two university professors similarly trained. Since the results did not support the hypothesis that school systems with a formal program significantly increased the vocational identity status of students, outside factors, such as the fact that both schools had strong counseling programs, had to be considered. As a check on these factors, a comparison was made with the results of a study performed on college freshmen by Waterman and Waterman (using similar methodology) which concentrated on ideological identity. Career education, it was concluded, has been too narrowly defined as preparation for work rather than as a part of a full program of personal development including political and ideological awareness. (EG)

ED 154 132 CE 015 091

Ellsworth, Sue M. Noll, Allen J.

Vocational Evaluators in School Settings: Task Analyses, Certification, Qualification and Status Data. A Research Report.

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

Pub Date—Mar 78

Note—49p.; Master's Theses, University of Wisconsin–Stout

Available from—Dr. Paul Hoffman, Executive Director, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, Wisconsin 54751

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Certification, Counselor Certification, Counselor Qualifications, Data, Educational Research, *Evaluators, *Qualifications, Status, Surveys, Task Analysis, Vocational Counseling, *Vocational Education, Vocational Education Teachers

Identifiers—*Vocational Evaluation

The purpose of this study was twofold: (1) to describe the functions and tasks of vocational evaluators in educational settings, and (2) to seek data pertaining to the certification, qualification, and status of vocational evaluators in this system. Letters were sent to vocational education supervisory staff in all fifty states, Washington, D.C., and Puerto Rico. As a result, seventeen states indicated vocational evaluation was conducted and twenty-one states indicated vocational evaluation was not. A total of 143 vocational evaluation programs were identified. Among the findings of this report are the following: (1) eighty-one percent of the personnel participating in the vocational evaluation survey were certified in the school system but only 4% under the job title of vocational evaluation; (2) vocational evaluators were found to be certified in a variety of disciplines; (3) most respondents indicated that they would be willing to work toward attaining certification if their states developed a certification process; (4) fifty-four percent indicated that they functioned at a comparable level with counselors in the school organization structure, but only one out of four was on a comparable pay scale; (5) twenty-one percent indicated that they did not have any specific training in vocational education prior to employment; and (6) fifty-nine percent indicated that they had had some form of training, while 41% indicated that they had had none. (BB)

ED 154 133 CE 015 182

Whaples, Gene C. Milliken, W. James

An Exploratory Study of the Relationship of Job Satisfaction to Work Values in the Maryland Cooperative Extension Service.

Maryland Univ., College Park. Agricultural Experiment Station.

Report No.—MP-916

Pub Date—Aug 77

Note—93p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Administrative Policy, Behavioral Science Research, Extension Agents, Individual Development, Instructional Staff, *Job Satisfaction, Organizational Climate, *Psychological Patterns, State Surveys, Teacher Attitudes, *Teacher Employment, Teacher Motivation, *Values

Two hundred seventy-two faculty members of the Maryland Cooperative Extension Service were surveyed to determine their work values and explore possible relationships between work values and job satisfaction. The survey instruments used were Values for Working and County Extension Agents' Job Satisfaction Inventory. The results, based on 262 responses, are as follows: there were differences in values system orientation and level of job satisfaction among Maryland Extension faculty; there was a relationship between work values and job satisfaction; eight factors contributing to variance in job satisfaction among the faculty were identified (achievement, supervision, salary, reporting, responsibility, advancement, recognition, and working conditions); faculty work values (based on the theoretical framework of Hughes and Flowers) were found to be highest in the existential value orientation followed by sociocentric, manipulative, conformist, tribalistic, and egocentric; a significant relationship exists between the egocentric values system and job satisfaction; and, finally, research findings of Hughes and Flowers which showed that disparity in values system orientation between management and employees will lead to lower job satisfaction were supported. (This report contains thirty-three data analysis tables. The survey questionnaires are appended.) (EM)

ED 154 143 CE 015 579

Clinkscale, Bella G.

The Changing Office Environment.

Cleveland State Univ., Ohio. James J. Nance Coll. of Business Administration.

Pub Date—Sep 77

Note—55p.; A map in Appendix C will not reproduce well due to poor print quality

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Computers, Data Processing, Educational Needs, *Employment Qualifications, Equipment, *Equipment Utilization, Futures (of Society), Office Machines, *Office Management, Office Occupations, *Office Practice, *Organizational Change, Personnel Needs

A study was undertaken to (1) determine the present state of the office environment by asking corporate officers, governmental officials, and educational administrators to take a close look at their personnel, procedures, and equipment and (2) determine what equipment, office systems, and personnel qualifications are anticipated for the future. The sample was drawn from businesses located in Ohio, Michigan, Indiana, Pennsylvania, and Canada. Names and addresses of firms were compiled from the administrative Management Society Chapter Rosters for Area Six. A 160-item questionnaire was sent to 397 business organizations. One hundred ninety forms were returned. Responses from businesses of all sizes indicated that equipment is in use and that a trend toward computerized word processing is evident in the large office. In addition to word processing, the responses revealed that the office environment has changed considerably. The traditionally fixed walls, desks, and standard four-drawer file cabinets are becoming less common. With regard to changes anticipated within the next five years, respondents indicated the increasing need for data processing, word processing and an understanding of office systems. Also anticipated were changes in hiring standards and the need for more diversified skills and upgrading of job requirements. (JH)

ED 154 145 CE 015 587

Wanant, John A. Ed. And Others

C.I.E. Adminstrative Handbook.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Apr 78

Note—125p.; For a related document see CE 015 588

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($4.50 plus postage)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Administrator Guides, Advisory Committees, *Cooperative Education, Cooperative Programs, *Educational Objectives, Evaluation, *Guidelines, Industrial Training, Instruction, Instructor Coordinators, Job Development, Legal Responsibility, On the Job Training, Practicum Supervision, *Program Content, *Program Development, *Program Planning, Public Relations, Safety, Student Organizations, Teacher Responsibility, Training Objectives

Identifiers—Vocational Industrial Clubs of America

To assist the coordinator of cooperative industrial education in developing and maintaining a quality program is the stated purpose of this handbook. The introductory material offers background information on types of programs, duties of the coordinator, and steps in organizing a program. Next, broad and specific objectives are provided for cooperative industrial education programs. Broad instructional objectives for all cooperative education programs are also included. Guidelines for program operation are listed as relating to program area, the coordinator, the student, related class work, training stations, and working hours. As the program involves the employment of minors, legal responsibilities, safety information, and accident reporting procedures are specified. The handbook also provides information on the following areas: selection of training establishments; related classwork; supervision of students on the job; evaluation of student work and of the program; Vocational Industrial Clubs of America (VICA); the advisory committee's organization, operation and evaluation; and public relations. Selected procedures for working papers issuance in New Jersey, descriptions of supporting papers, guidelines, and definitions are included in the appendixes. (A related training plan manual is available separately–see note.) (JH)

ED 154 146 CE 015 588

Natale, Don And Others

C.I.E. Teacher-Coordinator Training Plans.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Apr 78

Note—131p.; For a related document see CE 015 587

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($5.25, plus postage)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—*Cooperative Education, Cooperative Planning, Cooperative Programs, Employee Responsibility, *Guidelines, Industrial Training, Industry, Job Skills, *Occupational Information, *On the Job Training, Program Planning, Task Analysis, Teaching Guides, *Training Objectives

The stated purpose of this training plan manual is to assist the cooperative industrial education coordinator in determining the student's performance both in school and on the job in order that the student learner may reach his/her occupational goal. Major contents are training plans (lists of learning experiences and job tasks to be undertaken at the job site) for twenty-seven occupations. A brief introduction is presented which includes the following: the history of training plans; the use of a training plan; the values of training plans; and steps in preparing training plans. Each training plan contains the following information: a speciality summary (job description), a list of duties and responsibilities, and specific tasks and knowledges that a student-learner can observe, perform, or master on the job. The twenty-seven occupations covered are aerospace ground equipment mechanic, aircraft maintenance, airframe repair specialist, automotive mechanic, automotive parts man, avionics communications specialist, baker, bookbinder, carpenter, draftsman, drill press operator, duplicating specialist, electrician, fabric and rubber products specialist, floor covering installer, household appliance repairman, landscape gardener, lathe operator, meat cutter, reciprocating engine mechanic, service station attendant, sheet metal worker, small engine repair, stationary engineer, vehicle body mechanic, veterinary hospital assistant, and welder. (A related administrative handbook is available separately–see note.) (JH)

ED 154 147 CE 015 593

Scanland, Worth Pepper, Dorothy

The Rationale and Methodology for Development of a Competency Based Leadership Education and Training Program in the Navy.

Pub Date—28 Mar 78
Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Ability Identification, Achievement, Behavior Patterns, Behavior Standards, Evaluation Criteria, *Leadership, *Leadership Qualities, *Leadership Training, Management, *Measurement Instruments, *Military Personnel, Military Training, Officer Personnel, Social Influences, Success Factors, Task Performance
Identifiers—Navy

Numerous attempts by the U.S. Navy to identify leadership potential within its ranks and to train for such leadership skills have been mostly unsuccessful since the efforts were based upon very subjective perceptions of good leadership qualities. To address this problem, the Navy, with the assistance of Dr. David McClelland, has described a set of twenty-seven competencies based upon research and real life constructs. These competencies have been grouped into the following five broad categories: task achievement; skillful use of influence; management control; advising and counseling; and coercion. The method for determining these competencies involved the following three steps: identification of "superior" and "average" criterion samples of Navy leaders; the conduct of behavioral event interviews; and the thematic content analysis of behavioral events. The set of competencies resulting from this research are demonstrably capable of discriminating between "superior" and "average" leaders among naval and petty officers. This set also has been considered to be a reliable data base for the development of leadership training programs and of instruments to measure the level of achievement. Leadership training programs are currently being developed at a number of accession points and grade levels of Naval personnel. Full implementation is planned to commence by early fiscal year 1980. (JH)

ED 154 148 CE 015 595

Dale, Dorothy

A Follow-Up Study of the Master of Science and Education Specialist Degree Programs in Vocational Education and a Follow-Up System Suitable for an Educational Institution.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
Pub Date—Aug 75
Note—226p.; Parts of this document may not reproduce well due to light type, and materials in Appendix B may not reproduce well due to small, broken type; Master's Thesis, University of Wisconsin - Stout
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors—Employer Attitudes, Followup Studies, Graduate Study, Graduate Surveys, Industrial Arts, Job Skills, *Masters Degrees, *Needs Assessment, Performance, Performance Criteria, Personnel Needs, Professional Training, Program Effectiveness, *Program Evaluation, Program Improvement, *Specialist in Education Degrees, Technical Education, *Vocational Education, Vocational Followup

The purpose of this study was to determine the extent to which the Master of Science Degree program in Vocational Education and the Education Specialist Degree program in Industrial and Vocational Education at the University of Wisconsin-Stout have prepared the Program graduates of selected years to meet the needs of their present professional roles in a high school, post high school, college or university situation. An evaluation in the form of a follow-up survey was developed and used both for graduates and employers of graduates to assess degree program procedures and techniques used to increase professional competence. A survey of 212 program graduates collected the following information (189 persons responded): personal data including educational and occupational information, attitudes about selected components of the graduate program, and suggestions for program improvement. Additionally, eighty-six employers were surveyed to evaluate the graduates' vocational preparation. Conclusions drawn from the analysis of the results were grouped according to two categories: (1) Program Performance and (2) Client Performance. Analysis of the responses indicated that the programs are effective in preparing students for their professional roles. (Thirty-two specific conclusions are presented.) Fourteen recommendations were submitted based on the results and conclusions of the study. (A bibliography and an extensive appendix containing the survey instrument and related materials are included in this document.) (VB)

ED 154 150 CE 015 611

Comparison of Teaching Learning Techniques by Teachers and Students of Vocational Technical Institutes. Research Project. Final Report.

Spons Agency—Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education.
Pub Date—1 Mar 78
Note—178p.; Not available in hard copy due to marginal legibility of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Cognitive Style, Educational Accountability, Educational Research, *Knowledge Level, Learning, Learning Activities, Learning Processes, Post Secondary Education, State Surveys, *Student Evaluation of Teacher Performance, Student Opinion, Teacher Attitudes, *Teaching Methods, *Teaching Quality, *Teaching Techniques, Technical Institutes, Vocational Education
Identifiers—Maine

The typical teaching techniques used by post secondary faculty in vocational technical institutes were identified and assessed to determine how helpful students felt these techniques were for their learning. Two surveys were conducted. One form was distributed to the faculty and the other to students of the six vocational technical institutes in Maine. An analysis of 167 faculty responses showed that the most frequently used techniques were lecture, written examinations, demonstration, homework, and practical examinations. Differences were found on certain techniques when the responses were compared by age, personality type, program, and types of teaching. Based on 1400 student responses, the results indicated that students preferred "hands on" experiences and interactive techniques. Differences in how students valued the teaching techniques were apparent when responses were grouped according to learning style and demographic variables. A comparison of teacher and student views showed that there is agreement that "hands on" type of experiences are very effective, and students rate as helpful in the learning process the most frequently used techniques by the faculty. (This report contains forty-four data tables. Both survey forms and the examples of successful and innovative teaching practices listed by the faculty are appended.) (EM)

ED 154 151 CE 015 627

Bruening, William H.

Career Education and the Liberal Arts: Are They Incompatible?

Pub Date—[70]
Note—10p.; Not available in hard copy due to faint print
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Career Education, College Curriculum, Curriculum Development, Curriculum Evaluation, *Educational Objectives, *Educational Philosophy, *General Education, Liberal Arts, Undergraduate Study

The general question of what an undergraduate education is and how it should be related, if at all, to society as a whole, is discussed. Particular reference is given to the issue of liberal education and its relationship with career education. The thesis is that, although career education and liberal education may be incompatible in a specific curriculum at a specific university, there is no logical necessity nor educational necessity that every curriculum at every university make career education incompatible with liberal education. (Author/TA)

ED 154 154 CE 015 669

Haczynski, Sharon L.

Vocational Counseling Needs of Young Women as Perceived by Working Business and Professional Women. Final Report.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Research Coordinating Unit.
Pub Date—Jan 78
Note—79p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Administration, *Administrative Personnel, Educational Needs, *Employment, Employment Qualifications, *Females, Job Application, *Job Skills, *Managerial Occupations, Needs Assessment, Occupational Choice, Occupational Guidance, Occupational Mobility, Occupational Surveys, Supervision, Supervisors, Tables (Data), *Vocational Counseling, Working Women
Identifiers—*Nontraditional Occupations

Designed to determine the additional competencies women need to obtain jobs and advance in them, a study focused on the counseling needs of young women as perceived by the membership of the Wisconsin Federation of Business and Professional Women's Clubs comprised of 2,700 women who are working part-time, full-time, or in partnership. The instruments were (1) a five-item questionnaire (based on the review of the literature) which was used to develop competency lists for the other instruments, and (2) three rating scales developed from an analysis and synthesis of the questions in the questionnaire. The data gathering and analysis were divided into three components. The first generated a profile of a random sample from the total population which completed a personal data sheet and the rating scale entitled "Women in General–Obtaining Jobs, Being Effective Employees, and Advancing in Jobs." The second component produced a profile of the random population compared with a control population selected from women in administrative and/or supervisory positions. Results of the third component were a profile of the random population compared with a second selected control population of women in male intensive occupations. (Statistical tables are included for each profile.) The responses from the various populations indicated that a need exists for educational institutions to help women make the transition from student to worker, that educators and counselors are only bringing students to a sufficient level, and that organization, leadership, ability to motivate others, and ability to evaluate are needed competencies. (Appended are a bibliography, cover letters, instruments, and tables.) (VB)

ED 154 155 CE 015 686

Weidman, John C.

Employers' Responses to Vouchered On-the-Job Training in the Portland WIN Program.

Bureau of Social Science Research, Inc., Washington, D.C.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Report No.—BSSR-0543-1

Pub Date—Apr 78

Contract—51-11-73-02

Note—28p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Economically Disadvantaged, *Education Vouchers, *Employer Attitudes, Employer Employee Relationship, Employers, *Employment Practices, Employment Programs, Federal Programs, *On the Job Training, *Program Effectiveness, Program Evaluation, State Surveys

Identifiers—Oregon (Portland), United States, *Work Incentive Program

Portland, Oregon, employers approached by Work Incentive Program (WIN) clients were surveyed to determine their reactions to various components of the voucher on-the-job training (OJT) program, to identify the types of employing organizations that were likely to be receptive to vouchered OJT, to assess the actual functioning of the voucher system with respect to client/employer negotiation, and to describe some of the general orientations of employers toward WIN voucher recipients. Data collected during interviews of sixty-five employers indicated that the respondents were moderately supportive of the WIN voucher OJT program carried out in Portland. These employers seemed willing to accept the legitimacy of the vouchering concept and to believe that WIN clients were capable of making informed occupation and employment setting choices. With regard to client autonomy, employers seemed to prefer some sort of WIN screening in advance of their contact with the voucher OJT clients. There were few significant differences in the orientations of those respondents who hired voucher OJT clients and those who did not hire. Where differences did occur, they seemed to be a function of the organizational characteristics of the employer's firm. The largest firms were the least receptive to hiring voucher OJT clients while the smallest firms were the most receptive. (EM)

ED 154 156 CE 015 715

The National Manpower Survey of the Criminal Justice System. Executive Summary.

National Planning Association, Washington, D.C.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date—[76]

Contract—J-LEAA-035-74

Note—23p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 027-000-00642-6)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Educational Needs, Employees, *Employment Projections, *Employment Qualifications, Employment Trends, Entry Workers, Federal Legislation, Higher Education, Inservice Education, Job Training, *Law Enforcement, *Manpower Needs, National Surveys, Needs Assessment, Personnel Needs, Police, Professional Education, Program Evaluation, Staff Improvement

Identifiers—Law Enforcement Education Program, *National Manpower Survey, United States

As mandated in the 1973 Amendments to the Safe Streets Act, the National Manpower Survey (NMS) of the Criminal Justice System was conducted. Focus of the survey was on the existing and future personnel needs of the nation in the field of law enforcement and criminal justice and on the adequacy of federal, state, and local programs to meet such needs. Data were collected via surveys of 8,000 executives of state and local criminal justice agencies, 1,600 state trial and appellate courts, and 250 law enforcement academies; analysis of a 1975 Census survey of 50,000 state and local criminal justice employees; and field visits to 250 agencies or educational institutions. The findings include the following: there is a need for selective increases of personnel in most categories of criminal justice agencies, other than juvenile corrections institutions; the outlook is for lower levels of recruitment in most criminal justice occupations in the next five years than in the early 1970's; the need for mass higher education for all line law enforcement or correctional officers recently supported by the Law Enforcement Education Program (LEEP) was not confirmed; and there is a need for a more selective program of support for continuing education to meet career development needs at the supervisory and managerial levels. (EM)

ED 154 157 CE 015 716

Pennsylvania Career Education State Plan. Working Copy.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Instructional Support Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—G007700941

Note—137p.; Not available in hard copy due to reproducibility problems

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *Career Education, Educational Assessment, Educational Objectives, Educational Philosophy, *Educational Planning, Educational Strategies, Guidance Services, Needs Assessment, Post Secondary Education, Program Administration, *Program Descriptions, Program Design, *Program Evaluation, Program Planning, Special Education, *State Departments of Education, State of the Art Reviews, State Surveys, Vocational Education

Identifiers—*Pennsylvania

Following an introduction and a definition of career education, Pennsylvania's state plan for career education is presented in six chapters. Pennsylvania's need for career education is presented in chapter I, which also includes a career education status survey and a summary of needs. Chapter II lists the state's career education accomplishments since 1970. Chapter III presents career education's mission, goals, and strategies with information on student learner outcomes and program strategies. (Not included in the table of contents but also found in chapter III are outlines of Pennsylvania's long-range and short-range state education plans.) Career education and its relationship to the following areas are examined in chapter IV: educational quality assessment; competencies people need to be successful in adult living; occupational education task force; guidance division activities; vocational education state plan; postsecondary and adult education; and special education. Chapter V outlines evaluation procedures. Finally, information on state administration is presented in chapter VI which also includes a statement on the role of the Pennsylvania Department of Education's Task Force, a list of the names and addresses of the members of the State's Advisory Council and dissemination procedures for career education programs and the state plan. (JH)

ED 154 158 CE 015 717

Bushnell, David S., Ed.

Help Wanted: Articulating Occupational Education at the Post-Secondary Level.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date—77

Contract—400-77-0014

Note—58p.; Papers presented at the Third National Forum on Education and Work, National Institute of Education (San Francisco, California, February 1977)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Articulation (Program), Career Education, College School Cooperation, *Interinstitutional Cooperation, *Post Secondary Education, Program Administration, Program Coordination, Program Descriptions, *Program Development, Regional Cooperation, Secondary Education, Statewide Planning, *Vocational Education

This collection of presentations is meant to dramatize ongoing efforts at the state and local level where articulation between occupational and vocational education is being achieved. The presentations included are the following: (1) "Articulating Vocational Education at the Postsecondary Level"; (2) "Local Articulation Effort: The Tri-County Technical College"; (3) "Interinstitutional Cooperation in Lehigh County"; (4) "The Need for Articulation: The Wisconsin System"; and (5) "The Need for Articulation: The California System." The second and third presentations discuss the implementation of new institutional cooperative arrangements in the community; the last two presentations view the need for articulation from a state level perspective. A question and answer section is included. (TA)

ED 154 159 CE 015 726

Assessment for Vocational Program Needs and Development in Illinois Correctional Institutions.

Southern Illinois Univ., Carbondale. Center for the Study of Crime, Delinquency and Corrections.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—[77]

Contract—RDC-A7-261

Note—133p.; Parts of this document may not reproduce well because of faint, heavy, or broken type

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Adult Education, Attitudes, *Correctional Education, *Corrective Institutions, *Needs Assessment, Program Proposals, Questionnaires, Rehabilitation, *Vocational Education, *Vocational Rehabilitation

This study was conducted to assess vocational program needs and development in Illinois correctional institutions. Specific objectives included the following: (1) to review results of efforts both nationally and in Illinois to meet the vocational needs of adult and juvenile offenders; (2) to conduct a survey of twenty-three correctional institutions offering vocational programs; (3) to follow up a selected sample of ex-offenders to identify their attitudes toward the type of vocational education programs offered; and (4) to provide recommendations for future programs or ancillary service development. The primary data-gathering instrument was a questionnaire, which was sent to residents, vocational instructors, administrative staff, vocational counselors, and correctional counselors at the institutions. In addition, further information was obtained through on-site visitations. The overall conclusion of the report is that a complete vocational process, from intake and diagnosis to placement, follow-up and feedback should be designed and implemented. The questionnaire, analysis of each questionnaire item, and analysis of open-ended questions are appended. (BB)

ED 154 160 CE 015 728
Bridgeford, Nancy And Others
Directions in Career Education: Questions People Ask about Education and Work.
Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.
Pub Date—Nov 77
Contract—400-76-0024
Note—278p.; Best copy available
EDRS Price MF-$0.83 HC-$15.39 Plus Postage.
Descriptors—Abstracts, Adult Education, *Career Education, Community Resources, *Educational Administration, *Educational Planning, *Educational Programs, *Educational Research, Elementary Secondary Education, Instructional Materials, Program Descriptions, Program Development, Program Planning, School Industry Relationship, Vocational Counseling, Work Experience Programs
Identifiers—National Institute of Education

Findings of a review of what the National Institute of Education's (NIE) Education and Work-funded projects have learned about questions career educators usually face are organized into this resource book for educational program planners and implementers. Two general groups of questions are addressed dealing with issues in program development and with concerns affecting day-to-day delivery of career education. Topics discussed include the following: emphasis on career education, career education that is sex and race fair, what schools should teach and what educators need to know about the world of work, career decision making and guidance, experiential career education, role of colleges and universities, how adults benefit from career education, planning information needed, organization of career education programs, management issues, school district size, staff orientation, community resources for instructional purposes, and commercial instructional materials. The largest portion of this guide features abstracts or summary descriptions of eighty-three contracts and grants managed by NIE since FY 72, arranged alphabetically and numerically; products available are also noted. (TA)

ED 154 161 CE 015 748
Kane, Roslyn D. And Others
Problems of Women in Apprenticeship.
RJ Associates, Inc., Arlington, Va.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Vocational Education Research Branch.
Pub Date—Dec 77
Note—175p.; Not available in hard copy due to faint print in original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Apprenticeships, Background, *Employment Problems, *Equal Opportunities (Jobs), Failure Factors, Females, Job Applicants, Occupational Surveys, Personnel Integration, Recruitment, *Sex Discrimination, Sex Role, Sex Stereotypes, Success Factors, *Working Women
Identifiers—Joint Apprenticeship Councils

A study was conducted to determine why so few women applicants were admitted to apprenticeships, what the differences were between the successful and unsuccessful applicants, and what programs and services were needed to insure the success of both applicants and apprentices. In order to identify the major problem areas, 110 questionnaires were analyzed (77 from women apprentices and 33 from applicants) as well as interviews with 17 Joint Apprenticeship Councils (JACs) and 13 recruitment programs. While shortcomings were found in the societal, psychological, and developmental experiences of women, their lack of suitable education and training was considered especially critical because of its effect on their ability to meet admission requirements, to score well on written examinations, to pass oral interviews, and to qualify for points given according to previous course work. Another serious obstacle for women was obtaining a job for the apprenticeship. Once accepted, women encountered a further set of problems: acceptance by fellow workers and supervisors, male chivalry, physical or technical job demands, related instruction, and promotion. Women often voluntarily dropped out and strongly felt the need for supportive services. Specific recommendations were made and directed to the school systems, JACs, unions, employers, and Department of Labor to aid in the solution of these problems. (In an appendix the methodology used in the study is described in full.) (ELG)

ED 154 162 CE 015 767
Johnson, Beverly L.
Where to Find BLS Statistics on Women.
Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.—BLS-530
Pub Date—Apr 78
Note—15p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Educational Background, Employment, *Employment Statistics, *Females, Income, *Information Sources, *Labor Force, Labor Market, Occupational Surveys, Salaries, Unemployment, Working Hours, *Working Women

This pamphlet summarizes the statistics on women which are available from the Bureau of Labor Statistics and indicates where the data may be found. The sources indicated in this document represent a wide variety of publications, including press releases, periodicals, bulletins, and reports. The information is divided into the following four areas: labor force status, employment, and unemployment; earnings and hours of work; education; and membership in labor organizations. Information on how to obtain the data is given at the back of the pamphlet. (BM)

ED 154 163 CE 015 772
Tarrier, Randolph B.
Mainstreamed Handicapped Students in Occupational Education: Exemplary Administrative Practices.
City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.
Spons Agency—New York State Education Dept., Albany. Div. of Occupational Education Supervision.
Report No.—CASE-04-78
Pub Date—Mar 78
Contract—VEA-77-C-716
Note—103p.; Parts of this document, and the entirety of Appendix E, may not reproduce well due to faint, broken, or heavy print
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Administrative Organization, *Administrative Principles, Guidelines, *Handicapped Students, Inservice Education, *Mainstreaming, *Program Administration, Program Design, Program Effectiveness, School Personnel, State Surveys, *Vocational Education
Identifiers—New York

A study was conducted in New York State to identify the administrative factors and/or practices that contribute to successful high school programs of mainstreaming the handicapped and to develop a working report that identifies these factors and/or practices to aid occupational education administrators and supervisors in planning and evaluating programs. Twelve representative school districts were visited and interviewed by teams of advisory consultants. Nine administrative components were rated for their effectiveness, and the features of each were outlined. Then a hierarchy or priority listing was established of the significance of each component of the administrative practices. In order of their apparent importance they are as follows: (1) organization and structure of the program, (2) professional training activities, (3) personnel, (4) design of mainstreaming program, (5) support services, and (6) community and state relations. Components found to be unrelated to effectiveness were preparation for acceptance of program, evaluation, and facilities/costs. Other factors found to be relevant included the basic philosophy of staff and administrators, the size of the program, student assignment, curriculum and cooperative education. (Among appended materials are lists of staff members and sites visited, site visit interview and summary guides, a bibliography, and features of an effective mainstreaming program.) (EG)

ED 154 164 CE 015 774
Plotz, Robert L.
Probation Education Programs: An Annotated Bibliography.
City Univ. of New York, N.Y. Center for Advanced Study in Education.
Report No.—CASE-33-77
Pub Date—Sep 77
Note—36p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Annotated Bibliographies, *Correctional Education, Corrective Institutions, Post Secondary Education, Prisoners, *Probationary Period, Secondary Education

This selective bibliography cites documents produced between 1960 and 1976 and is divided by subject matter into two parts: section 1 contains fifty-six annotations on prison education programs on both the secondary and postsecondary levels, and section 2 contains nineteen annotations on probation. Included are journal articles, monographs, conference papers, speeches, dissertations, literature reviews, and research reports. While the results of investigative studies constitute the subject of the majority of documents, program reports (including those on demonstration and pilot projects) are also covered. Length of the annotations ranges from 50 to 200 words. As applicable, ERIC document numbers are provided in the citations as well as notice of abstracts in "Crime and Delinquency Literature," "Criminal Justice Abstracts," and "Abstracts in Criminology and Penology." (ELG)

ED 154 165 CE 015 788
Hoyt, Kenneth B.
YEDPA: Obligations and Opportunities for American Education.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—Dec 77
Note—14p.; Paper presented at the Department of Labor/Department of Health, Education, and Welfare, Youth Employment Demonstration Pro-

jects Act workshops for Comprehensive Employment Training Act Prime Sponsors and Law Enforcement Assistance Administrators (December, 1977, and January, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Career Education, Change Strategies, *Cooperative Programs, Educational Alternatives, *Educational Change, Educational Legislation, Educational Opportunities, *Educational Responsibility, Educational Strategies, Federal Legislation, *Legal Responsibility, School Community Cooperation, School Industry Relationship, Work Experience Programs, *Youth Employment
Identifiers—Public Law 95 93, Youth Employment and Demonstration Projects Act

Responsibilities of the formal education system in the collaborative effort among various parts of the Department of Labor, community based organizations, and the formal education system called for by the Youth Employment Demonstration Projects Act (YEDPA) of 1977 are addressed in this paper. Its basic thesis is that, as education discharges its obligations under YEDPA, a series of opportunities for needed basic structural changes in education will inevitably emerge. To defend this thesis, obligations of the formal education system found in the YEDPA legislation are specified, youth needs to be met by the collaborative effort involving the education system are listed, and a series of opportunities for basic educational change growing out of methods required to meet education's obligations are identified. Opportunities discussed include the following: to plan and implement ways of utilizing the broader community in the educative process; to learn about and implement new ways of awarding academic credit; to provide diversified educational opportunities of students within the framework of an integrated educational system; to enhance and protect freedom of career choice; and to relate educational experiences to later lifestyle activities of youth. (TA)

ED 154 169 CE 015 805
Hull, William L.
The Continuation of Exemplary Projects.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—28 Mar 78
Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Administrative Organization, *Demonstration Projects, Diffusion, Educational Finance, Evaluation, Federal Legislation, *Financial Support, Government School Relationship, Organization, Program Effectiveness, *Success Factors, *Vocational Education
Identifiers—*Program Continuation, Public Law 90 576

Part D of Public Law 90-576 and other federal mandates have authorized the use of funds for exemplary projects and programs in vocational education. Despite the investment of funds, recent studies have found little evidence of impact. Therefore, a project was conducted to identify what administrative techniques or organizational arrangements were likely to result in the continuation of the exemplary project on site when outside funds are no longer available and in the program being implemented in school districts other than the host district. Following the identification of administrative and organization variables and the development of a conceptual framework, two questionnaires were developed for two different populations. These populations were exemplary project directors from projects funded between July 1, 1970 and June 30, 1978, and replication sites using results from the funded exemplary projects. Eleven findings of the study tended to corroborate findings from other research. Sites most likely to continue the exemplary projects tended to collect evaluation data more frequently than those sites less likely to continue. Continuation was associated with the use of experienced project directors and frequent inservice for staff. Local school districts were the primary source of funds for continuation of demonstration projects. Transportability of project results usually occurred through administrative channels, and technical assistance to replication sites occurred on a limited basis. (JH)

ED 154 170 CE 015 815
Berry, Arthur O.
Competency Based Adult Vocational Education through Performance Based Teacher Education—"An Implementation Delivery System." Final Report.
Maine Univ., Portland-Gorham. School of Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—Jan 78
Contract—G007604116
Note—97p.; Some pages in the appendixes will not reproduce well due to faint, broken type
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Adult Vocational Education, Curriculum Development, Individualized Instruction, Individual Study, Inservice Teacher Education, Instructional Improvement, *Job Skills, *Performance Based Education, *Performance Based Teacher Education, Post Secondary Education, Program Descriptions, Program Development, Teacher Evaluation, *Vocational Education Teachers
Identifiers—Maine (Aroostook County)

A project was designed to develop a system that would prepare adult vocational instructors to design, develop, and implement competency-based programs for their students. Additional objectives included identifying occupational competencies, developing and field testing vocational materials, and evaluating participating instructors' teaching competencies. The project utilized a competency-based staff development program for adult educators developed in 1975-76 at the University of Maine. The teacher-instructor competencies developed by the Center for Vocational Education at Ohio State University were selected as a basis for the program. Twenty adult vocational instructors from the Northern Maine Vocational Planning District were selected to participate. Individualized plans developed for each participant provided a basis for completion of the competencies in the various subjects represented. Among project outcomes were the following: the major objective was achieved; teachers were receptive to competence as a basis for professional evaluation and responded positively to individualized self-directed study; and though the project did not achieve its goal of developing finished modules (twelve are currently being revised and edited) for state distribution, vocational instructors in Aroostook County (Maine) became a focus for improvement in teaching. (Appendix material, which comprises the bulk of this document, includes project-related information such as a program review, lists of participants and staff, and three sample modules.) (DTT)

ED 154 171 CE 015 816
Harrison, Laurie R.
A National Study of Sex Stereotyping and Discrimination in Vocational Education.
Pub Date—30 Mar 78
Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Data Collection, Equal Opportunities (Jobs), *Information Needs, Interviews, *National Surveys, Research, *Research Methodology, *Sex Discrimination, *Sex Stereotypes, *Vocational Education
Identifiers—United States

This paper reviews the reasons that led to the Congressional mandate in 1976 for a national study of sex discrimination and stereotyping in vocational education and of the progress being made to reduce existing inequities and discusses the goals and methodology of the study, which is presently being conducted. First, in an introduction to the problem, comparisons are drawn generally between the salaries and career positions of working men and women, and an analysis is given of the number of women employed and their educational backgrounds. The role of vocational education as a contributing factor in career choice and its potential impact for effectuating change is examined. Having established the need for such a study, the author next turns to a description of the study itself. The purposes and contents of the interim and final reports are anticipated, and the methods used for sampling and data collection are delineated. After justifying the choice of interviewing as the best technique, the author lists the categories of persons to be questioned and explains the scope of the information sought. (ELG)

ED 154 172 CE 015 828
Novak, Jan L. Kosma, Susan J.
A Systems Approach to Developing Employability Programming.
Pub Date—78
Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Business Education, *Employment, Employment Potential, Employment Qualifications, *Interpersonal Competence, Job Application, Job Search Methods, Job Skills, *Measurement Instruments, Post Secondary Education, *Program Evaluation, *Program Planning, Promotion (Occupational), Surveys, Systems Approach, Trade and Industrial Education, Vocational Development, *Vocational Education

Designed to develop materials by a systems approach to help local postsecondary educators plan and evaluate vocational job training programs, this project focused on the following: (1) the personal, interpersonal, and social skills necessary for job acquisition and survival in office, trade, and industry occupations; (2) the development and field testing of an instrument to assess a student's ability in the skills and traits identified in 1; and (3) guidelines for using the instrument. The data collection procedures consisted of the following activities: a review of the literature; a search of nationally recognized tests of vocational readiness, vocational maturity, and of personality scales relating to employability; and a survey of employers, teachers, and former students in industrial and business vocational program areas by placement personnel in two Wisconsin vocational schools. Based on the results of the data collection procedures, the major content areas selected to be covered on the employability instrument were job getting, job seeking, and job advancement. A series of items related to each of these content areas was developed using a vignette framework. (Validation of the instrument is currently in progress.) (VB)

ED 154 173 CE 015 882
Stewart, Charles
Recent European Manpower Policy Initiatives. A Special Report of the National Commission for Manpower Policy. Special Report 8.
National Commission for Manpower Policy, Washington D.C.
Pub Date—Nov 75
Note—46p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Business Cycles, *Economic Climate, Economic Factors, *Employment Programs, Federal Programs, Foreign Countries, Job Develop-

ment, Job Training, Labor Market, *Manpower Development, *National Programs, *Public Policy, Unemployment, Unemployment Insurance

Identifiers—*European Countries

This third special report of the National Commission for Manpower Policy provides information regarding the ways that European nations were dealing with complex manpower problems similar to the ones faced by the United States during the recession of 1974-1975. Following a brief introductory section, section 2 reviews the methods used by the Western European countries during the recession to maintain incomes and to help maintain job attachments. The third section examines expansionary measures employed by the industrial nations during the recession, including traditional measures, employment emphases in industry and regional policies, incentives for job creation, and active manpower policies for training and mobility. The concluding section presents twelve constructive innovations and policy tendencies observed in the recession experience to date. (EM)

ED 154 174 **CE 015 883**

Proceedings of a Conference on Employment Problems of Low Income Groups. A Special Report of the National Commission for Manpower Policy. Special Report No. 5.

National Commission for Manpower Policy, Washington D.C.

Pub Date—Feb 76

Note—100p.; Graphs in this document will not reproduce well due to small print

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Conference Reports, *Employment Opportunities, *Employment Problems, *Employment Programs, Financial Support, Income, Job Training, *Low Income Groups, Manpower Development, Manpower Needs, *Program Improvement, *Vocational Education

The principal purpose of the conference on employment problems of low income groups which is summarized in this report was to ascertain the views of the conferees about, first, the impact of manpower programs on their respective constituencies and, second, important changes in manpower policies and programs that the conferees would recommend to enhance the employment, income and quality of life of their client groups. The following four subject areas are addressed in this report: meeting the shortfall in jobs and employment opportunities; developing better means and approaches for providing occupational and other skills required in the labor market; clarifying and working out the income relationship between jobs and support programs such as welfare and food stamps; and improving the quality of employment opportunities made available in terms of income and career potential. The appendix constitutes a major portion of the document and includes four sections. First is a list of the names of the conference participants. Second, the discussion themes for the conference are outlined. The third section contains written submissions expressing the views and concerns of each conference participant's group or organization on the conference theme (only submissions received prior to the conference are included). The fourth section includes the post-conference submissions of the participants. (JH)

ED 154 175 **CE 015 884**

Taggart, Robert, III And Others

Current Issues in the Relationship between Manpower Research and Policy. A Special Report of the National Commission for Manpower Policy. Special Report No. 7.

National Commission for Manpower Policy, Washington D.C.

Pub Date—Mar 76

Note—93p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Conference Reports, Job Market, Labor Market, *Manpower Development, *Manpower Needs, Manpower Utilization, National Surveys, *Policy Formation, Public Policy, *Research, Research Needs

Identifiers—*National Longitudinal Surveys, NLS, United States

This report summarizes the proceedings of a conference on manpower research that assembled a heterogeneous group of data gatherers, analysts, and policymakers to assess data and information needs, the usage of information by researchers, the policy implications of ongoing research, and the processes by which academic findings impact on policy. The content consists of a summary of the conference discussion which included manpower research and policy, research-policy interface, macroeconomic theory and policy, local manpower planning, designing and administering research efforts, manpower research priorities, research in congressional and administrative policy, and summary observations. The appendix, which comprises three-fourths of this report, contains a list of conference participants and four conference papers. These papers and their authors are as follows: (1) "The National Longitudinal Surveys: Lessons for Human Resource Policy," by Herbert S. Parnes; (2) "Lessons from the National Longitudinal Surveys: A Commentary," by Arvil V. Adams; (3) "Selected Comments on Research and Policy," by William Spring; and (4) "AFL-CIO Statement on Manpower Research and Policy," by Markley Roberts. (EM)

ED 154 176 **CE 015 885**

Hall, Robert T.

The Quest for a National Manpower Policy Framework. A Special Report of the National Commission for Manpower Policy. Special Report No. 8.

National Commission for Manpower Policy, Washington D.C.

Pub Date—Apr 76

Note—72p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 052-003-00176-4, $1.35)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Economic Climate, Economic Factors, Employment Problems, *Employment Programs, Equal Opportunities (Jobs), Federal Government, Federal Programs, Job Training, *Manpower Development, Manpower Utilization, *National Programs, *Policy Formation, *Public Policy, Unemployment, Unemployment Insurance

Identifiers—United States

This eighth special report of the National Commission for Manpower Policy sets forth a conceptual base and the major elements for constructing a national manpower policy framework. The content is presented in six sections. The first one is a brief introduction, while section 2 covers the rationale supporting the development of a national manpower policy framework. The third section describes many of the interrelationships and interdependencies that exist between manpower and other policies, and postulates some of the basic principles that should guide the formulation of a national manpower policy. Section 4 presents some of the possible manpower measures and the ways they can be utilized, including consideration of variations based on different economic circumstances. The fifth section identifies some of the key policy areas which should be addressed in developing a national manpower policy framework. The last section is a summary and conclusion. (EM)

ED 154 177 **CE 015 886**

Brimmer, Andrew F.

The Economic Position of Black Americans: 1976. A Special Report of the National Commission for Manpower Policy. Special Report No. 9.

National Commission for Manpower Policy, Washington D.C.

Pub Date—Jul 76

Note—78p.; Some charts in this document may not reproduce well due to small print

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Blacks, *Economic Change, *Economic Progress, *Employment Patterns, Employment Problems, Employment Projections, Employment Statistics, *Employment Trends, Equal Opportunities (Jobs), Federal Programs, Income, Public Service Occupations, *Trend Analysis, Unemployed

Assessing the economic progress of blacks in the United States during the last decade and a half, this special report is divided into eight chapters. Chapter I provides an overview of the report noting the overall conclusion that the economic position of blacks (as well as that of other racial minority groups and of poor whites) is not likely to change much through the rest of the decade if national economic policy remains on its present course. In chapter II, the main contours of economic growth are traced-strong expansion during the 1960s and relative stagnation since. Trends in the black labor force, employment, and unemployment in recent years are analyzed in chapter III. The changing occupational and industry structure of black employment is examined in chapter IV. Chapter V appraises the impact of the Equal Employment Opportunity program on the job gains of blacks. Chapter VI discusses black employment in the public sector. The changing position of blacks with the distribution of income during the last decade and a half is discussed in chapter VII. Finally, the long-term outlook for income and employment is appraised in chapter VIII. Appendix tables illustrate the following information: civilian labor force participation rates for persons sixteen years and over by color, sex, and age (annual averages, 1959-74); civilian labor force by color, sex, and age (1959-75); employment by color, sex, and age (1959-75); and unemployment rates by color, sex, and age (1959-75). (JH)

ED 154 178 **CE 015 887**

Reexamining European Manpower Policies. A Report on a Conference Sponsored by the National Commission for Manpower Policy in Hanzinelle, Belgium, June 1976. Special Report No. 10.

National Commission for Manpower Policy, Washington D.C.

Pub Date—Aug 76

Note—259p.; Some parts of the appendix may not reproduce well due to small print

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—Conference Reports, *Economic Factors, *Employment Programs, Foreign Countries, Incentive Grants, Job Development, *Manpower Development, National Programs, *Policy Formation, *Public Policy, Unemployment, Unemployment Insurance

Identifiers—*European Countries

The conference reported here was held to bring together European manpower experts and United States representatives to discuss European manpower programs and policies developed and expanded as a result of the 1974-1976 recession and recovery, and methods for coordinating manpower and general economic policies. This report contains a list of the participants, the conference agenda, and a conference summary. Fourteen discussion papers are appended. The titles of these papers are as follows: "Recent Trends in Western Economies: Needs and Methods for Further Development of Manpower Policy"; "Exchequer Costs of Unemployment"; "Alternatives to Unemployment: With Particular Reference to the Experiences of the Federal Republic of Germany in 1974-1976"; "French

Employment Policy During 1974-1976"; "A Trade Union View of Labor Market Measures in the United Kingdom"; "Pushed Out of the Cookoo's Nest: The Preference for Young over Older Workers in Belgian Social and Economic Policy in Times of Recession"; "The Netherlands' Interdepartmental Committee on Labor Market Policy"; "The United States Manpower Situation"; "Unemployment Benefits and Related Payments in Seven Major Countries"; "Overseas Experience in the Use of Industrial Subsidies"; "The Administration of Industrial Subsidies"; "Recommendation of the OECD Council on a General Employment and Manpower Policy"; "Employment"; and "Sector Policy: The Case of Swedish Shipbuilding." (EM)

ED 154 179 CE 015 888

Fein, Rashi Bishop, Christine

Employment Impacts of Health Policy Developments. A Special Report of the National Commission for Manpower Policy. Special Report No. 11.

National Commission for Manpower Policy, Washington D.C.

Pub Date—Oct 76

Note—103p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Cost Effectiveness, Cost Indexes, Costs, Employment Trends, Federal Government, *Health, Health Occupations, Health Personnel, Health Services, *Labor Market, Labor Supply, *Manpower Development, *Manpower Utilization, Paraprofessional Personnel, Physicians, Policy Formation, Professional Personnel, *Public Policy

Identifiers—United States

This eleventh special report of the National Commission for Manpower Policy examines the manpower, employment, and training implications of policy developments in the health care industry. Section 1 describes the health care industry setting, including health sector characteristics and health expenditure growth. Sections 2 and 3 deal with the employment of the largest group of health care workers: those employed by others and, particularly, those in institutional settings. In section 2 the past trends and future prospects for such workers are examined and includes the current utilization of professionals and paraprofessionals in health care, the forces that have stimulated health expenditure growth and those leading to expenditure restraints, and the labor market impact of mechanisms implemented to control expenditures along with countervailing forces working to continue past trends in growth. Section 3 explores some of the manpower policy implications inherent in future trends and developments in health labor markets. The fourth section, focusing on physicians, discusses the labor market for physicians and examines four potentially significant developments: policies to redistribute physicians, growing emphasis on primary care, growth of prepaid group practice, and increases in physician supply. The concluding section summarizes and then recommends nine ways to improve manpower policy planning and decisionmaking in the health care industry. (EM)

ED 154 180 CE 015 889

Directions for a National Manpower Policy: A Collection of Policy Papers Prepared for Three Regional Conferences. A Special Report of the National Commission for Manpower Policy. Special Report No. 14.

National Commission for Manpower Policy, Washington D.C.

Pub Date—Dec 76

Note—260p.; Some of the papers may not reproduce well because of light or broken type; For a related document see ED 138 763

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—Conference Reports, *Economic Change, Economic Development, Employment, Employment Level, *Employment Problems, Employment Programs, Energy, Labor Economics, *Manpower Development, Manpower Needs, *Manpower Utilization, National Organizations, National Programs, National Surveys, Policy Formation, *Public Policy, Rural Areas, School Industry Relationship, Statistical Data, Urban Areas, *Youth Employment, Youth Problems

Identifiers—Comprehensive Employment and Training Act 1973

The papers contained in this special report were written as background material for three conferences sponsored on behalf of the National Commission for Manpower Policy. (Information on the proceedings of the conferences can be found in a related document, ED 138 763.) The papers, by titles, included here are as follows: "Defining the Dimensions of a National Manpower Policy"; "Manpower Policies and the National Economy"; "Manpower Policy Goals for Urban America"; "Manpower and Rural-Urban Balance"; "Manpower Policy for Balanced Economic Growth"; "The Dilemmas of Renewing an Active Manpower Policy"; "Should Full Employment Be a Major National Goal"; "Full Employment: The Challenge before Us"; "The Interface of Public Policies and Economic Development"; "Do Our Statistics Measure the Real Labor Market Hardships"; "Youth Unemployment: Towards a Comprehensive Solution"; "Youth Unemployment, Bridge Jobs and National Policy"; "Industry-Education Collaborative Efforts in Youth Employment"; "CETA–The Basic Assumptions and Future Prospects"; "Manpower Programs and Services–The Infrastructure from the Local Perspective"; "Income Security at the Local Level: Cross Linkage between Employment, Training and Transfer Programs"; and "Energy Employment: The Critical Dependency in the U. S. Economy." (JH)

ED 154 181 CE 015 890

Clark, Robert

Adjusting Hours to Increase Jobs: An Analysis of the Options. A Special Report of the National Commission for Manpower Policy. Special Report No. 15.

National Commission for Manpower Policy, Washington D.C.

Pub Date—Sep 77

Note—78p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Cost Effectiveness, Employer Employee Relationship, Employment Patterns, *Employment Practices, Employment Programs, Federal Government, Federal Legislation, *Job Development, *Labor Market, Labor Supply, Manpower Development, Manpower Utilization, National Programs, *Public Policy, Unemployment, Unemployment Insurance, *Working Hours

Identifiers—United States

This fifteenth special report of the National Commission for Manpower Policy examines the interplay between the forces determining work schedules and the incidence and prevalence of unemployment. In the first chapter the author sets forth the major trends in hours of work and in the changing structure of the labor force that has led increasingly to families in which both spouses hold jobs. Chapter 2 focuses on how firms are likely to respond to changes in the demand for their products, both in periods of expansion and contraction, by altering their employment and hours of scheduling. Chapter 3 discusses existing public policies that influence the employment decisions of firms, including payroll taxes, fringe benefit policies, overtime legislation, and minimum wages. The fourth chapter discusses the potential influence of unemployment insurance, social security, private pension systems, and government fiscal policy on the labor supply. The sixth chapter briefly discusses jobs for the hard to employ labor force. The concluding chapter makes six policy recommendations to decrease the unemployment rate by encouraging a reduction in the hours of work and identifies areas where further research is needed. Cost calculations of reducing work hours and increasing the number of jobs are appended. (EM)

ED 154 182 CE 015 892

Labor Market Intermediaries. A Special Report of the National Commission for Manpower Policy. Special Report No. 22.

National Commission for Manpower Policy, Washington D.C.

Pub Date—Mar 78

Note—364p.

EDRS Price MF-$0.83 HC-$19.41 Plus Postage.

Descriptors—*Community Agencies (Public), Computer Oriented Programs, Conference Reports, *Employment Opportunities, Employment Programs, *Employment Services, Job Placement, *Job Search Methods, Labor Market, Newspapers, *Private Agencies, Referral, School Involvement

Identifiers—Great Britain, Temporary Help Service Industry, *United States

The papers contained in this special report were written as background material for a national conference. Following a conference summary, the following papers are included: "Labor Market Intermediaries: An Overview"; "A Reexamination of What is Known about Jobseeking Behavior in the United States"; "The Public Employment Service as a Labor Market Intermediary"; "The British Public Employment Service"; "The Role of Help Wanted Ads"; "An Analysis of the Temporary Help Industry"; "The Socio Economic Roles of the Temporary Help Service in the United States Labor Market"; "Hiring Halls as Labor Market Intermediaries"; "The Private Employment Agency as a Labor Market Intermediary"; "Community Based Organizations as Labor Market Intermediaries"; and "From School to Work: The Experience of Bell and Howell Schools in Matching Graduates to Careers." A list of conference attendees concludes the report. (JH)

ED 154 183 CE 015 894

An Interim Report to the Congress of the National Commission for Manpower Policy. Public Service Employment and Other Responses to Continuing Unemployment. Report No. 2.

National Commission for Manpower Policy, Washington D.C.

Pub Date—Jun 75

Note—24p.; For related documents see CE 015 893-897

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Employment Problems, *Employment Programs, Federal Programs, *Job Training, Manpower Development, Policy Formation, *Program Improvement, Unemployment, Unemployment Insurance, Youth Employment

Identifiers—United States

This report of the National Commission for Manpower Policy summarizes the findings and recommendations on Public Service Employment (PSE) along with considering other responses to continuing unemployment. This booklet's content is presented in two sections. Section 1 summarizes the findings and makes twenty-one recommendations pertaining to PSE, summer jobs for youth, the unemployment insurance system, special assistance to the unemployed (mortgage payments and health insurance), energy and its manpower implications, and coordination of manpower and related programs. The second section discusses the assumptions, expectations and concerns which led to the recommendations presented in section 1. (EM)

ED 154 184 CE 015 895

First Annual Report to the President and the Congress of the National Commission for Manpower Policy: Toward a National Policy. Report No. 3.

National Commission for Manpower Policy, Washington D.C.

Pub Date—Oct 75
Note—50p.; Parts of the appendix may not reproduce well because of small, faint type
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Economic Change, *Economic Factors, Employment Programs, Labor Economics, *Manpower Development, Manpower Needs, Manpower Utilization, *National Programs, Planning Commissions, *Policy Formation, Program Coordination, *Program Evaluation, *Public Policy, Unemployment Insurance
Identifiers—Comprehensive Employment and Training Act 1973

This first annual report of the National Commission for Manpower Policy addresses three subject areas. Addressed first are the dimensions of a national manpower policy. This discussion includes the examination of the principle areas in the work plan of the commission and an assessment of the manpower policy in the United States in the Fall of 1975. Second, manpower policy and macro-economic policy are reviewed including the areas of policy interface, public job creation, and income transfer alternatives. Third, a current manpower program assessment is given for the Comprehensive Employment and Training Act (CETA) system, unemployment insurance, and the coordination of manpower and related programs. The appendix summarizes the commission's recommendations to date. (JH)

ED 154 185 CE 015 897

An Employment Strategy for the United States: Next Steps. Second Annual Report to the President and the Congress of the National Commission for Manpower Policy. Report No. 5.
National Commission for Manpower Policy, Washington D.C.
Pub Date—Dec 76
Note—102p.; Some parts of this document may not reproduce well due to small or faint print; For related documents see CE 015 893-897
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Annual Reports, *Employment Programs, Federal Government, Job Training, *Manpower Development, *National Programs, *Policy Formation, *Public Policy, Unemployment, Youth Employment
Identifiers—National Commission for Manpower Policy

This second annual report of the National Commission for Manpower Policy focuses on an employment strategy to attain the goal of full employment. In Section I the Commission's recommendations from the text are summarized into twenty steps to establish an employment strategy. Section II provides background information on the definition of employment strategy, the evolution of manpower policy in both the public and private sectors, and the threat of high level unemployment. In Section III the strategy is delineated: the first step is to make a national commitment to achieve full employment; the second to establish interim targets of reduced unemployment levels by both public and private programs; and the third to implement the following measures: (1) new and improved programs aimed at employment of the young; (2) intensified efforts to move persons from income-transfer support to training or jobs; and (3) strengthening manpower programs and institutions by developing antirecessionary strategy, improving manpower knowledge and information base, and eliminating prejudice. Following Section IV, the Commission's agenda for 1977, are three appendixes and three addenda. The appendixes recapitulate previous recommendations by the Commission, list its reports and publications, and account for its activities, staff, sources, and funding. The addenda list its meetings, conferences, and commissioned works. (EG)

ED 154 186 CE 015 927

Scelfo, Joseph L. Henry, William C.
Guidelines for Establishing a Vocational Assessment System for the Special Needs Student.
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Report No.—SP-453
Pub Date—Apr 78
Note—54p.
Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($3.00, plus postage)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Administrator Guides, *Career Education, *Educational Assessment, Educational Legislation, Educational Philosophy, Evaluation Criteria, Evaluation Methods, *Guidelines, *Handicapped Students, Program Development, *Program Evaluation, Relevance (Education), Staff Utilization, Vocational Development, *Vocational Education

This manual presents guidelines for vocational education administrators and evaluators on how vocational evaluation can be integrated into career education and how it ties in with the mandates of federal legislation concerning the handicapped. Beginning the manual, a philosophy of vocational assessment is offered followed by a discussion of the relevancy of vocational assessment to career development. Next, the major methods of vocational assessment and the criteria for selecting a vocational evaluation system are examined. A comparison for selecting five evaluation systems using educational variables is then presented in chart form from both the administrator's and evaluator's perspective. Following this information are sections on setting up, staffing, and operating the vocational assessment unit. Also included is a section on writing the vocational evaluation report. The future of vocational assessment is analyzed in the final section. A bibliography and a glossary of terms conclude the manual. (JH)

ED 154 187 CE 015 930

Reshad, Rosalind S.
Minorities and Women in State and Local Governments. 1974. Volume I–U.S. Summary. Research Report No. 52-1.
Equal Employment Opportunity Commission, Washington, D.C.
Pub Date—77
Note—431p.; Not available in hard copy due to reproducibility problems; For related documents see CE 015 931-935
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—American Indians, Asian Americans, Blacks, Comparative Statistics, Employment Opportunities, *Employment Patterns, Employment Practices, Employment Statistics, *Equal Opportunities (Jobs), *Government Employees, Local Government, *Minority Groups, National Surveys, Occupational Surveys, Public Service Occupations, Racial Discrimination, Salaries, Salary Differentials, Sex Discrimination, *Socioeconomic Status, Spanish Americans, State Government, Statistical Data, Tables (Data), Underemployed, *Working Women
Identifiers—United States

One of six volumes summarizing through narrative and statistical tables data collected by the Equal Employment Opportunity Commission in its 1974 survey, this volume, "United States Summary," details nationwide statistics on the employment status of minorities and women. Data include forty-six state governments and virtually all local governments with 100 or more employees, plus a sample of local governments with fifteen to ninety-nine employees. Statistics in this study are designed to highlight various aspects of the employment status of persons by six mutually exclusive ethnic groups and by sex. Included in the survey are fifteen government functions, eight job categories, and salary data. The conclusion was made that statistics in this report show slight overall increases in the proportions of fulltime minority group and female employees in state and local government work forces since the first survey in 1973; nonetheless, equal employment opportunity had not been realized in 1974. Inequities in occupational distributions and in median annual salaries persisted for minorities and women. Appendixes, which make up the greater part of the document, contain statistical summaries of state and local government information, instructions for filing and report form, and source and reliability of data. (TA)

ED 154 188 CE 015 931

Froning, Mary L.
Minorities and Women in State and Local Governments. 1974. Volume II–State Governments. Research Report No. 52-2.
Equal Employment Opportunity Commission, Washington, D.C.
Pub Date—77
Note—405p.; Not available in hard copy due to reproducibility problems; For related documents see CE 015 930-935
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—American Indians, Asian Americans, Blacks, Comparative Statistics, Employment Opportunities, *Employment Patterns, Employment Practices, Employment Statistics, Equal Opportunities (Jobs), *Government Employees, *Minority Groups, Occupational Surveys, Public Service Occupations, Racial Discrimination, Salaries, Salary Differentials, Sex Discrimination, *Socioeconomic Status, Spanish Americans, *State Government, State Surveys, Statistical Data, Tables (Data), Underemployed, *Working Women
Identifiers—United States

One of six volumes summarizing through narrative and statistical tables data collected by the Equal Employment Opportunity Commission in its 1974 survey, this second volume details the employment status of minorities and women in state governments. Statistics in this study are designed to highlight various aspects of the employment status of persons by six mutually exclusive ethnic groups and by sex. Included in the survey are fifteen government functions, eight job categories and salary data. The conclusion was made that minorities and women in state governments are far from achieving representation equal to their overall civilian labor force participation in every occupation surveyed. For women and for all minority groups except Asian Americans, median annual salaries compared very unfavorably with men and whites, respectively. Employment growth rates indicate that state governments would have ample opportunity to change their employment profiles to provide increased job openings for minorities and women. Appendixes, which make up the greater part of the document, contain statistical summaries of state information collected and instructions for filing and report form. (TA)

ED 154 189 CE 015 932

Froning, Mary L.
Minorities and Women in State and Local Governments. 1974. Volume III–County Governments. Research Report No. 52-3.
Equal Employment Opportunity Commission, Washington, D.C.
Pub Date—77
Note—393p.; Not available in hard copy due to reproducibility problems; For related documents see CE 015 930-935

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—American Indians, Asian Americans, Blacks, Comparative Statistics, Employment Opportunities, *Employment Patterns, Employment Practices, Employment Statistics, Equal Opportunities (Jobs), *Government Employees, *Local Government, *Minority Groups, Occupational Surveys, Public Service Occupations, Racial Discrimination, Salaries, Salary Differentials, Sex Discrimination, *Socioeconomic Status, Spanish Americans, Statistical Data, Tables (Data), Underemployed, *Working Women

Identifiers—United States

One of six volumes summarizing through narrative and statistical tables data collected by the Equal Employment Opportunity Commission in its 1974 survey, this third volume details the employment status of minorities and women in county governments across the nation. Reports from 1,491 counties were used to project national employment figures. Statistics in this study are designed to highlight various aspects of the employment status of persons by six mutually exclusive race/ethnic groups and by sex. Included in the survey are eight job categories, fourteen government functions, and salary data. The conclusion was made that the status of minorities and women in county governments in 1974 was far from ideal. Although minorities (with the exception of Spanish Surnamed Americans) and women were fairly well represented in overall county government employment, both groups generally had difficulty accessing the better paying functions and occupations of government. New hire data from the survey indicate very slow progress toward changing employment patterns in county government. Appendixes, which make up the greater part of the document, contain statistical summaries of county government information, instructions for filing and report form, and source and reliability of data. (TA)

ED 154 190 CE 015 933

Skinner, Alice W.

Minorities and Women in State and Local Governments. 1974. Volume IV–Municipal Governments. Research Report No. 52-4.

Equal Employment Opportunity Commission, Washington, D.C.

Pub Date—77

Note—396p.; Not available in hard copy due to reproducibility problems; For related documents see CE 015 930-935

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—American Indians, Asian Americans, Blacks, Comparative Statistics, Employment Opportunities, *Employment Patterns, Employment Practices, Employment Statistics, Equal Opportunities (Jobs), *Government Employees, Local Government, *Minority Groups, *Municipalities, Occupational Surveys, Public Service Occupations, Racial Discrimination, Salaries, Salary Differentials, Sex Discrimination, *Socioeconomic Status, Spanish Americans, Statistical Data, Tables (Data), Underemployed, *Working Women

Identifiers—United States

One of six volumes summarizing through narrative and statistical tables data collected by the Equal Employment Opportunity Commission in its 1974 survey, this fourth volume details the employment status of minorities and women in municipal governments. Based on reports filed by 2,230 municipalities, statistics in this study are designed to highlight various aspects of the employment status of persons by six mutually exclusive race/ethnic groups and by sex. Included in the survey are eight job categories, fifteen government functions, and salary data. The conclusion was made that both employee groups were virtually excluded from the high-salaried functions and from the more skilled and responsible jobs; they were concentrated in the lowest salaried functions, in the less skilled low-paying jobs offering little or no chance of advancement; and they were consistently paid less than their white or male counterparts. Appendixes, which make up the greater part of the document, contain statistical summaries of municipal government information, instructions for filing and report form, and source and reliability of data. (TA)

ED 154 191 CE 015 934

Reshad, Rosalind S.

Minorities and Women in State and Local Governments. 1974. Volume V–Township Governments. Research Report No. 52-5.

Equal Employment Opportunity Commission, Washington, D.C.

Pub Date—77

Note—370p.; Not available in hard copy due to reproducibility problems; For related documents see CE 015 930-935

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—American Indians, Asian Americans, Blacks, Comparative Statistics, Employment Opportunities, *Employment Patterns, Employment Practices, Employment Statistics, Equal Opportunities (Jobs), *Government Employees, Local Government, *Minority Groups, *Municipalities, Occupational Surveys, Public Service Occupations, Racial Discrimination, Salaries, Salary Differentials, Sex Discrimination, *Socioeconomic Status, Spanish Americans, Statistical Data, Tables (Data), Underemployed, *Working Women

Identifiers—United States

One of six volumes summarizing through narrative and statistical tables data collected by the Equal Employment Opportunity Commission in its 1974 survey, this fifth volume details nationwide statistics on the employment status of minorities and women working in township governments. Data from 299 actual units of government in fourteen states were used to project national employment figures. Statistics in this study are designed to highlight various aspects of the employment status of persons by six mutually exclusive race/ethnic groups and by sex. Included in the survey are eight occupational categories, fourteen government functions, and salary data. The conclusion was made that only negligible numbers of minorities were among those hired in this level of government, and only about one of every four new hires was a woman. Statistics indicated that minorities and women were being hired in functions and occupations where substantial proportions of them already were working, and the few minorities employed were substantially confined to service/maintenance jobs. Inequities in occupational and salary distributions persisted for minorities as compared with whites. Also, women had not reached parity with men in employment in functions, occupations, or salary levels. Appendixes, which make up the greater part of the document, contain statistical summaries of township government information, instructions for filing and report form, and source of reliability of data. (TA)

ED 154 192 CE 015 935

Robertson, Winston O., Jr.

Minorities and Women in State and Local Governments. 1974. Volume VI–Special Districts. Research Report No. 52-6.

Equal Employment Opportunity Commission, Washington, D.C.

Pub Date—77

Note—337p.; Not available in hard copy due to reproducibility problems; For related documents see CE 015 930-934

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—American Indians, Asian Americans, Blacks, *Community Services, Comparative Statistics, Employment Opportunities, *Employment Patterns, Employment Practices, Employment Statistics, Equal Opportunities (Jobs), *Government Employees, Local Government, *Minority Groups, Occupational Surveys, Public Service Occupations, Racial Discrimination, Salaries, Salary Differentials, Sex Discrimination, *Socioeconomic Status, Spanish Americans, Special Services, Statistical Data, Tables (Data), Underemployed, *Working Women

Identifiers—United States

One of six volumes summarizing through narrative and statistical tables data collected by the Equal Employment Opportunity Commission in its 1974 survey, this sixth volume details the employment status of minorities and women in special district governments (excluding school districts), by examining the general governmental activities they performed, the kinds of jobs they held, and the wages they were paid. Special districts are defined as independent local governments (e.g., authorities, commissions, administrations, etc.) created to provide specific community services, such as mass transit systems, sanitation and sewage, energy and soil conservation, health care, and housing. The conclusion was made that minorities and women were both well represented in special district employment. However, women were virtually dependent on hospitals and sanatoriums for employment, while minorities, especially men, were over-concentrated in service/maintenance jobs. Women were virtually excluded from the high salary utilities or transportation district jobs and minorities were substantially underrepresented in the professional and decision-making positions in all functions. Appendixes, which make up the greater part of this document, contain statistical summaries of special district information, instructions for filing and report form, and source and reliability of data. (TA)

ED 154 194 CE 015 953

Thomas, Patricia J.

Why Women Enlist: The Navy as an Occupational Choice.

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—NPRDC-TR-77-20

Pub Date—Mar 77

Note—33p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Armed Forces, Background, *Enlisted Personnel, *Females, Longitudinal Studies, Males, Manpower Utilization, Motivation, Occupational Aspiration, *Occupational Choice, *Sex Differences, Values, Work Attitudes

Identifiers—*Navy, Nontraditional Occupations, United States

As part of a longitudinal research project to investigate attrition among female enlistees, a study was conducted to assess the differences between male and female recruits in background, occupational values, and motivation for enlistment. A sample of 1,000 men and 1,000 women was administered a questionnaire during the early weeks of recruit training. The findings (as discussed and as presented in a series of seven tables in the report) revealed the following: (1) although men and women came from different backgrounds, they enlisted for similar reasons, i.e., to make something of their lives, to acquire education and training, and to travel; (2) men had different occupational values as they were more interested in rewards such as advancement and recognition while women preferred jobs that were people-oriented and altruistic, were located in a clean, cheerful environment, and did not involve machinery or physical risk. It was concluded that the values of many of the women were not consistent with the nontraditional jobs to which they might be assigned. To attract women with compatible values, recommendations were proposed to provide the applicant pool with information about the Navy's utilization of women and to reorient recruiters. (EG)

ED 154 195 CE 015 955

Fiber, Fabric, and Fashion. Clothing and Textiles Curriculum. Environment I.

Arizona State Univ., Tempe.

Spons Agency—Arizona State Dept. of Education, Phoenix. Div. of Career and Vocational Education.; Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 76

Note—422p.; Not available in hard copy because of reproducibility problems; For related documents see CE 015 956-957

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Clothing Design, *Clothing Instruction, Curriculum Guides, Design Crafts, Individualized Instruction, Job Skills, *Learning Activities, *Occupational Home Economics, Performance Based Education, Post Secondary Education, Secondary Education, Sewing Instruction, Textiles Instruction

A competency-based instructional guide for grades 7-14, this volume is one of three parts, each of which focuses on a different instructional environment (psychomotor, cognitive, or affective) for clothing or fashion instruction, and each of which includes competencies and corresponding learning activities for each of three instructional levels. The topic for this volume (Environment I–psychomotor) is fashion selection and construction, with emphasis placed on individualized instruction. (The Environment II volume [CE 015 956] on clothing communication and the clothing consumer in the marketplace emphasizes group processes while Environment III [CE 015 957] on exploring fashion careers emphasizes interdisciplinary instruction.) Besides the six chapters that constitute Environment I, this volume includes the introductory sections to the entire set, outlining the methodology used to develop the course, its structure, possibilities for application, and scope, and listing companies offering materials to home economic teachers. Constructed so that the student may proceed at his own pace, the six topics of this volume are crafts; selection of clothing, patterns, and fabrics; fiber and fabrics; sewing equipment; construction competencies; and care of clothing. Each chapter consists of the following parts: a topical outline, a bibliography, the competencies and corresponding activities for each instructional level, and validated challenge tests. (ELG)

ED 154 196 CE 015 956

Fiber, Fabric and Fashion. Environment II.

Arizona State Univ., Tempe.

Spons Agency—Arizona State Dept. of Education, Phoenix. Div. of Career and Vocational Education.; Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 76

Note—136p.; Not available in hard copy because of reproducibility problems; For related documents see CE 015 955-957

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Clothing Design, Clothing Instruction, *Consumer Education, Curriculum Guides, *Fashion Industry, Group Instruction, *Learning Activities, *Occupational Home Economics, Performance Based Education, Post Secondary Education, Secondary Education

A competency-based instructional guide for grades 7-14, this volume is one of three parts, each of which focuses on a different environment (psychomotor, cognitive, or affective), and each of which includes competencies and learning activities for each of three instructional levels. The topics for this volume (Environment II–cognitive) are clothing communication and the clothing consumer, chapters 7 and 8 of the series, which emphasize group processes. (The Environment I volume, on fashion selection and construction, emphasizes individualized instruction while Environment III, exploring fashion careers, focuses on interdisciplinary instruction.) Clothing Communication, chapter 7, covers five topics: clothing impressions, a historical retrospective, clothing selection, wardrobe planning, and functions of clothing. The Clothing Consumer in the Marketplace, chapter 8, considers four influences on clothing sales: the consumer, business, national economy, and government. Each chapter consists of the following parts: a topical outline, a bibliography, the competencies and corresponding activities for each instructional level, and appendixes with validated challenge tests. (ELG)

ED 154 197 CE 015 957

Fiber, Fabric, and Fashion. Environment III.

Arizona State Univ., Tempe.

Spons Agency—Arizona State Dept. of Education, Phoenix. Div. of Career and Vocational Education.; Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 76

Note—107p.; Not available in hard copy because of reproducibility problems; For related documents see CE 015 955-956

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Exploration, *Clothing Design, *Clothing Instruction, Curriculum Guides, *Fashion Industry, Interdisciplinary Approach, *Learning Activities, Marketing, *Occupational Home Economics, Performance Based Education, Post Secondary Education, Secondary Education, Service Occupations

A competency-based instructional guide for grades 7-14, this volume is one of three parts, each of which focuses on a different environment (psychomotor, cognitive, or affective) for clothing and fashion instruction, and each of which includes competencies and corresponding learning activities for each of three instructional levels. The topic for this volume (Environment III–affective) is careers in the fashion world and emphasis is on interdisciplinary instruction. The volume can be used separately from the other two volumes as a total unit devoted to career exploration. The six aspects discussed are: (1) design; (2) production; (3) marketing, merchandising, and advertising; (4) service careers such as laundry, alterations, etc.; (5) combination careers; and (6) a general analysis of these careers. Each section employs the Career Fact Notebook (appended) as an integral part of its instruction, allowing the student an opportunity for self-evaluation. Following an introduction are a topical outline, the competencies and corresponding activities for each instructional level and appendixes which include challenge validating tests and forms for career evaluation and analysis. (ELG)

ED 154 198 CE 015 958

Riche-Warren, Mary And Others

A Study of the Underemployment and Underutilization of Women in Iowa.

Iowa State Commission on the Status of Women, Des Moines.

Pub Date—76

Note—255p.; Tables in this document, due to small print, and parts of some pages, due to poor print quality, will not reproduce well

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—Employee Attitudes, *Employment Level, *Employment Patterns, Employment Practices, Employment Statistics, *Equal Opportunities (Jobs), Females, Income, Job Satisfaction, *Manpower Utilization, Occupational Aspiration, Occupational Mobility, Occupational Surveys, Sex Discrimination, State Surveys, *Subemployment, Tables (Data), Underemployed, Unemployment, *Working Women

Identifiers—Iowa

A survey of 13,582 employees of 261 employers was conducted in Iowa to determine if women are underemployed (i.e., not employed in positions or at pay levels commensurate with their education, previous work experience and aspirations) and underutilized (i.e., not employed in certain types and levels of positions to the same extent as their availability in the work force). The findings, based on 5,995 responses, reveal that women in Iowa are underutilized and underemployed in certain occupations and at certain pay levels. Specifically, it was found that women are (1) underutilized in laborer, operative, craft and technical positions, (2) underutilized in managerial and supervisory positions, (3) underutilized at pay levels from $10,000 to $17,500, (4) underemployed (when compared to men) in terms of years in their current positions in office/-clerical positions, (5) underemployed (when compared to men) in terms of years in their current positions at pay levels under $10,000, and (6) underemployed (when compared to men) in terms of years with their current employer at pay levels under $15,000. Also, college educated women, when compared to college educated men, are underemployed in managerial positions and at pay levels above $10,000. (Fifty-three tables of data are included in the text of this report. The survey form, an outline of employer interview data to be used in a future project, and ninety-five tables of utilization, employment, aspirational, mobility, and job satisfaction data are appended.) (EM)

ED 154 199 CE 015 959

McClure, Phyllis

Race and Sex Compliance Issues in Vocational Education.

National Association for the Advancement of Colored People Legal Defense and Educational Fund, New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group. Vocational Education Study Div.

Pub Date—17 Oct 77

Note—45p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Access to Education, Admission Criteria, Blacks, Employment Level, *Females, Geographic Location, *Racial Discrimination, Racial Segregation, Research Needs, *Sex Discrimination, State Federal Aid, *Vocational Education, Work Experience Programs

Intended to raise race and sex compliance issues to be addressed by the National Institute of Education (NIE) in its congressionally mandated study of vocational education, this paper defines Title VI (Civil Rights Act of 1964) and Title IX (Education Amendments of 1972) compliance issues regarding the level of minority (black Americans) and women student and staff participation in vocational schools. An introductory section briefly reviews the history of Federal vocational legislation with reference to equality of opportunity. In Section I the three barriers that black and female students encounter to their attending the best vocational schools are discussed: geographical location of schools, segregation within school districts, and admission criteria. Section II suggests the need for more evidence to document discrimination in federal and state funding of vocational education. Section III examines to what extent vocational training perpetuates, and how counselors contribute to, sexual and racial stratification in the labor market. While Sections IV and V compare the number of blacks and women who participate in work-study, cooperative education, and apprenticeship programs to their number enrolled in vocational schools, Section VI explores their underrepresentation as teachers in these schools. The recommendations in Section VII for vocational school research by NIE focus on the five areas of finance, construction, governance structure, cooperative education and work study, and admission criteria. (EG)

ED 154 200 CE 015 969

Keys to Research, Utilization and Adoption. A Study Conducted with a Grant from The Ford Foundation Focusing on Selected Aspects of Agriculture, Economics and Health.

Education Commission of the States, Denver, Colo.

Spons Agency—Ford Foundation, New York, N.Y.; National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—30 Sep 77

Note—89p.; May reproduce poorly due to paper and ink color contrast

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Adoption (Ideas), Agricultural Research Projects, Change Agents, *Change Strategies, Economic Research, *Educational Research, *Information Dissemination, Information Systems, Medical Research, Morale, Planning, Policy Formation, Researchers, Research Methodology, *Research Utilization, Surveys

The National Assessment of Educational Progress studies selected research efforts in the agriculture, economics, and health fields to discover successful strategies for the dissemination and adoption of educational research. Interviews were conducted with people familiar with the Agricultural Extension Movement, Health Examination Interview Surveys, and the Consumer Expenditure Survey as well as with people experienced in the dissemination of educational research information. (Five appendixes contain lists of participants in the study and descriptions of the study methods and resources.) Findings and recommendations included the following: (1) Careful planning of research directions to avoid duplicate efforts requires a good communication structure. (2) Thorough planning and development of methodology and instruments for data collection includes site visits, pretests, and rigorous standards. (3) Positive staff morale needs to be developed; a variety of effective measures are available. (4) Efficient dissemination of research findings involves the use of computer information and retrieval systems, reports, publications, etc.; a model system was found to be the U.S. Department of Agriculture's Current Research Information System. (5) The effective communication of research results to key decisionmakers demands the use of easily comprehensible language and format and the proximity of the researchers to the policy makers to facilitate regular contact and appearances at hearings. The success of adoption of research information depends on linking agents which assume increasing importance for education since so many innovations are at the local level. (Specific strategies found to be effective are listed and discussed under each of the five categories of findings.) (ELG)

ED 154 201 CE 015 996

Career Development and Meaningful Exploratory Experiences to Middle School Students in Southern Indiana Utilizing Mobile Design Educational Units. Final Report.

Indiana State Board of Vocational and Technical Education, Indianapolis.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 76

Contract—OEG-0-73-5312

Note—207p.; Not available in hard copy due to reproducibility problems; For a related document see ED 115 958

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, *Career Education, Class Activities, Community Resources, Educational Resources, Elementary Secondary Education, *Models, Program Descriptions, *Program Development, *Program Evaluation, Regional Programs

Identifiers—Indiana

A K-12 career education project involving thirty-eight school corporations in Southwestern Indiana had several objectives, including developing a concept of career education, developing career education materials, developing a career education model for rural settings, and increasing the utilization of existing school and community resources. The project activities included the following: consultants were assigned to each school, teacher inservice programs and workshops were conducted, mobile units equipped with soft and hard career materials were made available to teachers and students, a resource catalog of career materials was developed, and an infusion manual on implementing career education concepts into the traditional curriculum was developed. As a result of the project, the concept of career education gained acceptance, teachers and students became better informed about career opportunities, a model of career education for rural settings was developed, a secondary school student placement model was developed, teachers were exposed to ways career concepts may be integrated into the subject areas, community resources were identified and utilized, and a large population became acquainted with available career education materials through the mobile units. (The appendix comprises most of this report and includes a newsletter copy, a teaching unit sample, the infusion manual, K-12 performance objectives, the placement model, and the project evaluation report.) (EM)

ED 154 202 CE 016 001

St. Paul-Minneapolis Exemplary Career Education Project. Final Report.

Saint Paul Public Schools, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—30 Jun 77

Contract—OEG-5-74-0047

Note—107p.; A preliminary section, "Tables and Illustrations," and certain appended materials will not reproduce well due to poor print quality

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Career Education, Community Support, Comprehensive Programs, Curriculum Development, Demonstration Projects, Elementary Secondary Education, *Inservice Teacher Education, *School Districts, Teacher Workshops

Identifiers—*Minnesota (Minneapolis)

The main focus of the Minneapolis component third year's activities (1976-77) was to expand the inservice programs to teachers and counselors district-wide. (The district includes twenty-four secondary schools, fifty-five elementary schools, and a number of alternative locations.) A career education conference in August and a television program in September were used to create interest in participation in fall and winter workshops (six elementary and three secondary workshops). Selections for the workshops were made so individual schools were represented by counselor/teacher teams, or a key person; 236 participated on a released-time basis. Private schools were invited to participate and were sent copies of all materials. During April through June the project concentrated in three main thrusts: (1) development of five elementary units of instruction and two secondary units relating to special student interest (through collaboration of guidance, social studies, ethnic cultural center, and women's studies personnel, (2) completion of evaluation efforts for teachers, counselors, and students, and (3) seeking and writing proposals for continuation funding for career education (with support made by the advisory committee, the work-education council, and the Chamber of Commerce for continuing the efforts made by the Minneapolis staff). The Career Resource Center (elementary and secondary materials) has been used on an on-going basis by teachers and counselors from all over the district, and resource centers are continuing to be established in other secondary schools (three established this year with technical assistance and materials from the project). (JT)

ED 154 203 CE 016 018

Demonstrating the Planning, Implementation, and Evaluation of Developmental Guidance, Counseling, and Placement Components in a Career Education System. Final Report.

Mesa Public Schools, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—22 Sep 76

Contract—OEG-0-73-5286

Note—134p.; Not available in hard copy because of poor reproducibility; For related documents see CE 015 545, CE 015 548-549, CE 015 551, CE 015 553, CE 015 557-560, CE 015 562, and CE 015 565-569

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Awareness, *Career Education, City Wide Programs, Counseling Goals, Counselor Training, Curriculum Development, Demonstration Projects, Educational Research, Elementary Secondary Education, *Guidance Counseling, *Guidance Objectives, Guidance Programs, Information Dissemination, Instructional Materials, Job Placement, Occupational Guidance, Program Development, *Program Effectiveness, Program Evaluation, Success Factors

Identifiers—*Arizona (Mesa)

In this final report, the demonstration project conducted by the Mesa schools from 1973 to 1976 is shown to have been successful in reaching its goals of staff training, information dissemination, and student benefits in developmental career guidance, counseling, and placement services for grades K-12. Student-related objectives which are listed for elementary and junior high school focused on inter- and intra-personal areas while those for high school centered on the "classical" career areas that aid in job searching. Through review of the project's development from its original proposal to its conclusions and implications upon completion, an overview is provided of its implementation by approximately 25,000 students, 36 counselors, and 200 teachers in both public and private schools. Evidence cited for the program's success include its substantive continuation within Mesa schools and external demands for its products, which include various free brochures, fifty-three career guidance units for students, and nine competency-based training packages for practitioners. An outside-party evaluation is included which contains separate assessments for elementary, junior, and senior high levels. Only one shortcoming is noted by the project director: the failure of the project to fulfill expectations in providing comprehensive placement services. A bibliography, financial reports, an annotated bibliography and price list for the unit products, and the booklet entitled "Career Guidance Strategies in Arizona" are included as appendixes. (ELG)

ED 154 204 CE 016 022

Colon, Jesus M. Gonzalez, Jose R.

Evaluation of the Exemplary Career Education Comprehensive Program in the Academic and the Vocational and Technical Education Program in Puerto Rico. A Third Party Evaluation of the Puerto Rico Career Education Project for Fiscal Year 1975.

Spons Agency—Puerto Rico State Dept. of Education, Hato Rey.

Pub Date—[75]

Contract—OEG-2-4-VE-001

Note—141p.; Not available in hard copy because of poor reproducibility ; Prepared by the Psychological Services Corp.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, *Career Education, Decision Making Skills, Demonstration Projects, Educational Development, Educational Research, Elementary Secondary Education, Evaluation Methods, Measurement

Instruments, Pilot Projects, *Program Development, *Program Effectiveness, Program Evaluation, Self Concept, Student Attitudes, Teacher Attitudes, *Vocational Development, Work Attitudes

Identifiers—*Puerto Rico

In this evaluation of the first year of the Exemplary Career Education Project for K-12 in Puerto Rico, the results of testing and interviewing school personnel and students in grades 1-2 and 7-9 at six regional pilot sites are reported. Six areas of student development are recognized by the evaluation questions: self awareness, basic academic/vocational skills, awareness of work values, awareness of and knowledge about work, career decision-making skills, and work habits. Based on the analysis of responses which showed the project to be successful in all six areas, twelve recommendations to modify the program are made, concentrating on the following areas: (1) the program's expansion to other schools; (2) improvement and creation of curriculum materials and courses for second and third grades and junior and senior high schools; (3) scheduling of the pre- and post-tests for evaluation; (4) school personnel development; (5) the role of the career education component; (6) program supervision; and (7) participation by the evaluators in discussions of their findings. As background, general information about the project's implementation and its objectives are included as well as extensive details about the methodology used for the study: its design, instruments, data collection procedures, and data analysis. The appendix contains copies of the tests, the interview schedule, and the project proposal. (ELG)

ED 154 205 CE 016 028

A Model Project in Career Education K-12. Final Report.

Natrona County School District, Casper, Wyo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Sep 76

Contract—G381-75-0008

Note—221p.; For related documents see ED 118 947-948; This document not available in hard copy due to reproducibility problems

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Education, Community Involvement, Community Resources, Demonstration Programs, Educational Resources, Elementary Secondary Education, *Instructional Materials, Program Descriptions, *Program Development, *Program Evaluation

Identifiers—Wyoming (Casper)

A three-year model project in career education was undertaken to accomplish several goals, including the following: to provide a strong guidance and counseling program; to design programs to increase self-awareness, favorable attitudes, and career decision-making skills; and to provide career orientation and exploratory experiences for students. Some of the project activities included starting a bi-weekly newsletter, encouraging the implementation of curriculum development, conducting teacher inservice programs and workshops, expanding the program from nine to sixteen schools during the second year and adding seven more schools in the third year, and preparing a guide for 200 career units. A major project accomplishment was the community involvement. The goals of the project were established and are being implemented at all educational levels. (The appendix, which comprises two-thirds of this report, contains letters from business, an organizational chart, a report of parochial-public school project involvement, newsletter copies, resource forms, examples of local material, career education K-6, speakers outline guide, short course information, a list of available secondary education career units, a suggested outline for unit development, a list of available equipment and materials, a booklet containing ideas for using community resources, and a career education pamphlet.) (EM)

ED 154 206 CE 016 032

Turpin, Jerry P.

Career Education NOW–Model for Career Education Curriculum K-14 for a Rural/Urban School District. Exemplary Project in Vocational Education Conducted under Part D of Public Law 90-576. Final Report.

Bedford County Public Schools, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Oct 76

Contract—OEG-0-73-5310(502)

Note—122p.; Parts of this document will not reproduce well due to poor print quality

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Academic Achievement, Career Awareness, *Career Education, Career Exploration, *Comprehensive Programs, *County School Systems, Curriculum Development, Demonstration Projects, Elementary Secondary Education, Inservice Teacher Education, Occupational Guidance, *Program Effectiveness, Program Evaluation, *Vocational Development, Work Experience Programs

Identifiers—Virginia (Bedford County)

Lists of project accomplishments and the complete third-party evaluation report constitute the major contents of this final report of a three-year project to assist Bedford County Public Schools (Virginia) in implementation of a model for K-14 career education. Major conclusions reported are these: (1) A comprehensive plan for career development in grades K-8 has been developed which provides for elementary students the opportunity to explore many new avenues in the world of work; teacher activity guides provide necessary guidance for developing lesson plans. (2) Students in the middle grades have approximately thirty different exploratory courses to select for exploring areas of career interest in grades 8 and 9; grades 7 and 8 utilize resource centers at their schools and have fifteen locally produced television programs geared to young job-seekers. (3) Existing secondary students have had the opportunity to be involved in many career development areas: career job fairs, expanded guidance service, special disadvantaged classes, and work experience. (4) A major step in implementing the total program has been the coordination efforts by the guidance departments in the schools; they have established job centers, work experience programs, and cooperated in regional career programs. The evaluation report indicates that overall results of the Self Observation Scale as a measure of self concept and of the Career Maturity Inventory show an acceptable rate of program impact. (JT)

ED 154 207 CE 016 043

Kimball, Donovan And Others

Comprehensive Career Education Process in Springfield Public Schools. Final Report.

Springfield Public Schools, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Sep 76

Contract—OEG-0-73-5288

Note—212p.; Not available in hard copy due to reproducibility problems

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Awareness, *Career Education, Career Exploration, Demonstration Programs, Educational Resources, Elementary Secondary Education, Inservice Teacher Education, Instructional Materials, *Models, Occupational Guidance, Post Secondary Education, Program Administration, Program Descriptions, Program Design, *Program Development, *Program Validation, *Publicize, Vocational Development

Identifiers—Oregon (Springfield)

A three-year career education project involving grades 1-14 in twenty schools was undertaken to continue and expand the development and implementation of new and proven career education and guidance concepts, to demonstrate the process used in developing and implementing these concepts, and to provide a visible and transportable model of career education activities, materials, and processes to interested people. The project activities included conducting staff inservice programs; developing curriculum materials, handbooks, and teaching guides; purchasing commercial materials; and demonstrating career education activities to visitors. These activities resulted in a comprehensive career education model involving all staff and students at all grade levels. This model has been demonstrated to more than 1,200 visitors and disseminated to nearly 1,500 people at other locations. (The appendix, comprising two-thirds of this report, includes project staff job descriptions, project management materials (includes sample report, and quarterly report form), dissemination materials (includes letters, publicity calendar, sample newspaper articles and project newsletter, and a list of available project developed materials), program materials (includes position and philosophy statements, career awareness student goals, sample career awareness materials, advisor-advisee program, vocational information and placement, a list of summer workshops, and guidelines for mini-grants), a project evaluation review team's report, and a third party evaluator's report of the product assessment.) (EM)

ED 154 208 CE 016 051

Shelford, Paul, Jr.

A Career Implementation Program for a Small Rural School: Penasco, New Mexico. Final Report.

New Mexico State Dept. of EducationPenasco Independent School District 14, N. Mex.Santa Fe. Div. of Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—30 Jun 76

Contract—OEG-0-73-5302

Note—309p.; Not available in hard copy because of poor reproducibility; For a related

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Career Awareness, *Career Education, Career Exploration, Comprehensive Programs, Demonstration Projects, Elementary Secondary Education, Program Attitudes, Program Descriptions, *Program Effectiveness, Program Evaluation, Rural Schools, School Districts, Small Schools, *Student Attitudes, *Teacher Attitudes, *Vocational Development

Identifiers—New Mexico (Penasco)

Included in this final report of the K-14 three-year Penasco, New Mexico, career education project are presentation of the project's goals and objectives, description of general design and implementation procedures, lists of results and accomplishments, the third-party evaluation report, and conclusions and recommendations. General objectives listed are (1) to increase the self-awareness of each student and to stimulate favorable attitudes about the personal, social, and economic significance of work that will help develop skills to choose an appropriate career; (2) to make elementary students aware of the broad range of options open to them in the world of work; (3) to provide career orientation and exploratory experience for junior high school students; (4) to provide job preparation in a wide variety of occupations to students in grades 10-14, with special emphasis on work experience and cooperative educational opportunities for all students; and (5) to ensure placement of all students in either a job, postsecondary occupational training, or college. Conclusions cited in the evaluation report are that in the areas of development of favorable attitudes toward formal education, clear cut evidence of objective attainment is lacking, but that in the areas of developing appropriate decision-making skills and appropriate job skills the program was found clearly successful. Also noted is 100% participation of teachers in infusing career education into the regular curriculum following a change during the project from negative to positive teacher attitudes toward career education. (JT)

ED 154 209 CE 016 053

Professional Teacher Education Module Series. Develop a School-Community Relations Plan for Your Vocational Program, Module G-1 of Category G–School-Community Relations.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—29p.; For related documents see CE 016 054-062 ; Parts may reproduce poorly due to paper and ink color contrast

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($1.50)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Communication (Thought Transfer), Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Post Secondary Education, Program Planning, *Publicize, Public Relations, *School Community Programs, *School Community Relationship, School Support, Secondary Education, Teacher Education Curriculum, *Teaching Skills, *Vocational Education

This first in a series of ten learning modules on school-community relations is designed to give secondary and postsecondary vocational teachers competency in selecting opportunities for contacting the public, and in selecting techniques to use during those contacts in order to inform the public about a vocational program or to promote a program. The terminal objective for the module is to develop a school-community relations plan for a vocational program in an actual school setting. Introductory sections relate the competency to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz, model answers, a case study to critique, a model critique, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on school-community relations are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JH)

ED 154 210 CE 016 054

Professional Teacher Education Module Series. Give Presentations to Promote Your Vocational Program, Module G-2 of Category G–School-Community Relations.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—49p.; For related documents see CE 016 053-062

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Illustrations, Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Post Secondary Education, *Publicize, Public Relations, *School Community Relationship, Secondary Education, *Speaking Activities, *Speech Skills, Teacher Education Curriculum, *Teaching Skills, *Vocational Education

This second in a series of ten learning modules on school-community relations is designed to give secondary and postsecondary vocational teachers help in developing the skills needed to prepare presentations, or to assist students in preparing presentations, to inform school and community groups of the purpose, plan, and values of a vocational program. The terminal objective for the module is to give presentations to promote a vocational program in an actual school setting. Introductory sections relate the competency to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz, model answers, case studies to critique, model critiques, presentation checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on school-community relations are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JH)

ED 154 211 CE 016 055

Professional Teacher Education Module Series. Develop Brochures to Promote Your Vocational Program, Module G-3 of Category G–School-Community Relations.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—49p.; For related documents see CE 016 053-062

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.50)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Illustrations, Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, Marketing, *Pamphlets, Performance Based Teacher Education, Post Secondary Education, Production Techniques, *Publicize, Public Relations, *School Community Relationship, Secondary Education, Teacher Education Curriculum, *Teaching Skills, *Vocational Education

This third in a series of ten learning modules on school-community relations is designed to give secondary and postsecondary vocational teachers help in understanding how to employ brochures for promotional purposes, how to plan and design attractive brochures, and how to see plans through the production processes to the final task of putting the brochure into the hands of the reader. The terminal objective for the module is develop a brochure to promote a vocational program in an actual school situation. Introductory sections relate the competency to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz, model answers, sample brochures to critique, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on school-community relations are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JH)

ED 154 212 CE 016 056

Professional Teacher Education Module Series. Prepare Displays to Promote Your Vocational Program, Module G-4 of Category G–School-Community Relations.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—39p.; For related documents see CE 016 053-062

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.40)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Construction Needs, Design Needs, Display Panels, *Exhibits, Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Post Secondary Education, *Publicize, Public Relations, *School Community Relationship, Secondary Education, Teacher Education Curriculum, *Teaching Skills, *Vocational Education

This fourth in a series of ten learning modules on school-community relations is designed to give secondary and postsecondary vocational teachers skills in making decisions concerning the audience to be served, the phase of the vocational program to be featured, the promotional approach to be utilized, and in planning, designing, organizing, and constructing displays that are professional in appearance and effective in purpose. The terminal objective for the module is to prepare displays to promote a vocational program in an actual school situation. Introductory sections relate the competency to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experience include required reading, a self-check quiz, model answers, checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on school-community relations are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JH)

ED 154 213 CE 016 057

Professional Teacher Education Module Series. Prepare News Releases and Articles Concerning Your Vocational Program, Module G-5 of Category G–School-Community Relations.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—39p.; For related documents see CE 016 053-062

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.40)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Bulletins, Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, News Letters, *News Writing, Performance Based Teacher Education, Post Secondary Education, *Publications, Publicize, Public Relations, *School Community Relationship, Secondary Education, Teacher Education Curriculum, *Teaching Skills, *Vocational Education

This fifth in a series of ten learning modules on school-community relations is designed to give secondary and postsecondary vocational teachers help in developing the skills needed to prepare news releases and articles for publication. The terminal objective for the module is to prepare news releases and articles concerning a vocational program in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz, model answers, a news release checklist, guidelines for manuscript preparation, article checklist, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on school-community relations are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 154 214 CE 016 058

Professional Teacher Education Module Series. Arrange for Television and Radio Presentations Concerning Your Vocational Program, Module G-6 of Category G–School-Community Relations.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—55p.; For related documents see CE 016 053-062

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.50)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Post Secondary Education, Production Techniques, *Programing (Broadcast), Publicize, Public Relations, Radio, *School Community Relationship, *Scripts, Secondary Education, Teacher Education Curriculum, *Teaching Skills, Television, *Vocational Education

This sixth in a series of ten learning modules on school-community relations is designed to give secondary and postsecondary vocational teachers competence in arranging for television and radio presentations which explain and promote their vocational programs. The terminal objective for the module is to arrange for a television or radio presentation concerning a vocational program. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, sample presentation plans, a self-check quiz, model answers, planning checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on school-community relations are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 154 215 CE 016 059

Professional Teacher Education Module Series. Conduct an Open House, Module G-7 of Category G–School-Community Relations.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—29p.; For related documents see CE 016 053-062

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($1.50)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Community Involvement, Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Post Secondary Education, Publicize, Public Relations, *School Community Relationship, Secondary Education, Teacher Education Curriculum, *Teaching Skills, *Vocational Education

Identifiers—*Open House

This seventh in a series of ten learning modules on school-community relations is designed to give secondary and postsecondary vocational teachers competence in planning and conducting an open house to publicize their programs. The terminal objective for the module is to conduct an open house in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required readings, a self-check quiz, model answers, a case study to critique, a model critique, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on school-community relations are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 154 216 CE 016 060

Professional Teacher Education Module Series. Work with Members of the Community, Module G-8 of Category G–School-Community Relations.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—35p.; For related documents see CE 016 053-062

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.30)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Community Consultants, *Community Involvement, Community Services, *Community Support, Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Post Secondary Education, Public Relations, *School Community Relationship, Secondary Education, Teacher Education Curriculum, *Teaching Skills, *Vocational Education

This eighth in a series of ten learning modules on school-community relations is designed to give secondary and postsecondary vocational teachers competence in effectively utilizing the opportunities available in their community to provide service to, and maintain liaison with, the organizations and agencies within the community. The terminal objective for the module is to work with members of the community in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz, model answers, a community involvement questionnaire, a planning checklist, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on school-community relations are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 154 217 CE 016 061

Professional Teacher Education Module Series. Work with State and Local Educators, Module G-9 of Category G–School-Community Relations.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—29p.; For related documents see CE 016 053-062

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($1.50)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Articulation (Program), Individualized Curriculum, *Interinstitutional Cooperation, Interpersonal Relationship, *Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Post Secondary Education, Public Relations, *School Community Relationship, Secondary Education, State Departments of Education, Teacher Education Curriculum, *Teaching Skills, *Vocational Education

This ninth in a series of ten learning modules on school-community relations is designed to give secondary and postsecondary vocational teachers help in developing the skills and attitudes they need to maintain productive, positive relationships with the educators and staff they will be working with as vocational teachers. The terminal objective for the module is to work with state and local educators while working in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz, model answers, case studies to critique, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on school-community relations are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED 154 218 CE 016 062

Professional Teacher Education Module Series. Obtain Feedback about Your Vocational Program, Module G-10 of Category G–School-Community Relations.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—31p.; For related documents see CE 016 053-061

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($1.70)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Advisory Committees, Community Leaders, *Community Surveys, *Feedback, Individualized Curriculum, *Learning Activities, Learning Experience, Learning Modules, Parent Attitudes, Performance Based Teacher Education, Post Secondary Education, Program Improvement, Public Relations, *School Community Relationship, Secondary Education, Students, Teacher Education Curriculum, *Teaching Skills, *Vocational Education

This tenth in a series of ten learning modules on school-community relations is designed to give secondary and postsecondary vocational teachers the skills needed to effectively obtain feedback from a community concerning its expectations for, and opinions of, the local vocational education program. The terminal objective for the module is to obtain feedback about a vocational program in an actual school situation. Introductory sections relate the competency to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz, model answers, a case study to critique, a model critique, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on school-community relations are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JH)

ED 154 219 CE 016 063

Murphy, Brian P.

A Curriculum Package for Implementing Instruction in Electricity Fundamentals/House Wiring.

Maryland Vocational Curriculum Research and Development Center, College Park.

Spons Agency—Maryland State Dept. of Education, Baltimore.

Pub Date—78

Note—55p.; Not available in hard copy due to faint print

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum Guides, Electrical Occupations, *Electrical Systems, Electric Circuits, *Electricity, Housing Industry, Industrial Arts, *Instructional Materials, Learning Activities, *Lighting, Trade and Industrial Education, *Vocational Education

Identifiers—*Breadboarding

This curriculum guide is designed for instructors of secondary industrial arts, vocational, and apprenticeship programs. The material is presented in two sections. Section I provides step-by-step instructions on how to present basic electrical circuit concepts with the use of a simply-made breadboard. Included in this section is the following information: a curriculum outline; an introduction to breadboarding; a list of the electrical hardware needed; a description and illustration of the basic breadboard; and the components of a breadboard. Section II builds on these basic concepts to demonstrate basic house wiring techniques. This section includes the following topics: a curriculum outline; an introduction to the wiring frame method; a list of the house wiring hardware needed; a description of the wiring frame assembly; and four wiring frame exercises. Also included in this guide is a list of texts and related resource information. (Author/JH)

ED 154 220 CE 016 064

Maley, Donald

An Inventory of Potential Teacher Behaviors in Vocational Education.

Maryland Univ., College Park. Dept. of Industrial Education.

Pub Date—[77]

Note—28p.; For a related document see CE 016 065

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Course Organization, Instructional Media, Laboratory Procedures, Observation, *Program Coordination, Secondary Education, Student Evaluation, *Teacher Behavior, Teacher Characteristics, Teacher Qualifications, Teaching Models, *Teaching Skills, *Teaching Techniques, Vocational Education, *Vocational Education Teachers

This inventory, which was reviewed by vocational educators, lists 206 appropriate teacher behaviors or skills divided into the following seven areas: (1) professional and related; (2) program and course organization; (3) teaching methodology; (4) laboratory management; (5) educational technology or media use; (6) student performance evaluation; and (7) observation. This inventory is expected to be used in a variety of ways including, but not limited to, planning vocational education teacher preservice and inservice training, teacher self development assessing and planning, instructional materials development in teacher education, and in defining a program description. (Author/JH)

ED 154 221 CE 016 065

Maley, Donald

An Inventory of Behaviors for Industrial Arts Teachers.

Maryland Vocational Curriculum Research and Development Center, College Park.

Pub Date—78

Note—35p.; For a related document see CE 016 064

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Industrial Arts, *Industrial Arts Teachers, Secondary Education, *Teacher Behavior, Teacher Evaluation, Teacher Qualifications, *Teaching Skills, Teaching Techniques

This inventory lists appropriate behaviors or skills for industrial arts teachers at the middle and secondary school levels in the following seven areas: (1) program and course organization, (2) teaching methodology, (3) educational technology and media use, (4) laboratory management, (5) observation, (6) student performance evaluation, and (7) professional and related behaviors. The original compilation of 205 items in these seven categories is enlarged here to 231 through the additions and deletions by a review board consisting of two teachers and five supervisors of industrial arts and two junior high principals. The three major uses of the inventory are suggested for industrial arts teachers: pre- or in-service preparation, self-evaluation, and guidance for structuring teacher education programs or courses. To clarify twelve education terms used, a brief definition section is included. (ELG)

ED 154 222 CE 016 066

Sarapin, Marvin I.

Formative Evaluation: A Model for Instructional Material Development and Revision in Industrial Arts Education.

Pub Date—[78]

Note—19p.; Paper presented to the American Industrial Arts Association (AIAA) Annual Convention (Atlanta, Georgia, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Curriculum Development, *Curriculum Evaluation, Curriculum Research, *Evaluation Methods, Field Studies, *Formative Evaluation, Industrial Arts, *Models, Objectives, Summative Evaluation, *Trade and Industrial Education

A review of the rationale and application of formative evaluation in a curriculum development context, this presentation focused on a formative evaluation model designed and field tested through recent industrial education curriculum research and development efforts. In reviewing the rationale for formative evaluation a distinction between formative and summative evaluation was made, and a role dimension matrix for formative and summative evaluation was provided to distinguish each in dimensions of time, audience, and purpose. In the formative evaluation conceptual model the following four phases of educational product development and evaluation were specified: (1) identify and order goals, (2) identify and operationalize objectives, (3) develop interim materials, and (4) field test products. (Within each phase were incorporated a specific developmental activity, an evaluation component, and feedback input.) Finally, in a discussion of the model it was concluded that formative evaluation is generalizable to other curriculums, but that the specific terminology, techniques, and procedures of the model presented should be considered individually for each situational application. (VB)

ED 154 223 CE 016 067

Schurter, William J.

Elements of a Research Report.

Maryland Vocational Curriculum Research and Development Center, College Park.

Pub Date—Dec 77

Note—31p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Educational Research, *Guidelines, Manuals, Research, Research Design, Research Methodology, Research Needs, Research Problems, Research Proposals, Research Skills, Student Writing Models, *Technical Reports, *Technical Writing, Vocabulary Skills, *Writing Skills

This guide for writing research or technical reports discusses eleven basic elements of such reports and provides examples of "good" and "bad" wordings. These elements are the title, problem statement, purpose statement, need statement, hypothesis, assumptions, procedures, limitations, terminology, conclusion and recommendations. This guide is intended especially for use by educators entering research activities in the field or by teachers, professors, and students involved in a course in technical or research writing. (Author/JH)

ED 154 224 CE 016 068

Herschbach, Dennis R. And Others

Agencies and Sources for Finding a Job. Cooperative Work Experience Learning Activity Packet: Series on Job Entry and Adjustment; Packet One.

Maryland Univ., College Park. Dept. of Industrial Education.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date—77

Note—35p.; Not available in hard copy due to reproducibility problems; For related documents see CE 016 069-078

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Education, Cooperative Education, Employment Counselors, *Employment Services, Information Sources, Job Placement, *Job Search Methods, Learning Modules, Secondary Education

This student booklet is first in an illustrated series of eleven learning activity packets for use in teaching job hunting and application procedures and the management of wages to secondary students. Focus in this booklet centers on the following sources and agencies that may provide assistance in finding a job: schools, family and friends, newspapers, the Yellow Pages, and employment agencies (public and government, privately supported, and commercial). At the beginning of each unit there is a short introduction, then the student objectives are listed, followed by the text section. Suggested learning activities and a Check Your Knowledge quiz conclude the unit. Answers to these quizzes and exercises, as well as final examination ditto masters and answers, are appended as teacher's supplements. As needed, references are made in the text to material in the other booklets. (ELG)

ED 154 225 CE 016 069

Herschbach, Dennis R. And Others

Applications and Resumes. Cooperative Work Experience Learning Activity Packet: Series on Job Entry and Adjustment; Packet Two.

Maryland Univ., College Park. Dept. of Industrial Education.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date—77

Note—46p.; Not available in hard copy due to reproducibility problems; For related documents see CE 016 068-078

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Cooperative Education, Guidelines, *Job Application, Job Search Methods, Learning Modules, Secondary Education, Writing

Identifiers—Resumes

This student booklet is second in an illustrated series of eleven learning activity packets for use in teaching job hunting and application procedures and the management of wages to secondary students. Two units are included in this packet, one giving information and hints for filling out job application forms and the other discussing the usefulness of and guidelines for resumes and cover letters. At the beginning of each unit there is a short introduction, then the student objectives are listed, followed by the text section. Suggested learning activities and a Check Your Knowledge quiz conclude the unit. Answers to these quizzes and exercises, as well as final examination ditto masters and answers, are appended as teacher's supplements. As needed, references are made in the text to material in the other booklets. (ELG)

ED 154 226 CE 016 070

Herschbach, Dennis R. And Others

Preparing for the Job Interview. Cooperative Work Experience Learning Activity Packet: Series on Job Entry and Adjustment; Packet Three.

Maryland Univ., College Park. Dept. of Industrial Education.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date—77

Note—54p.; Not available in hard copy due to reproducibility problems; For related documents see CE 016 068-078

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Cooperative Education, *Employment Interviews, *Intelligence Tests, *Job Application, Learning Modules, *Occupational Tests, Performance Tests, *Personality Tests, Secondary Education

This student booklet is third in an illustrated series of eleven learning activity packets for use in teaching job hunting and application procedures and the management of wages to secondary students. Three units are included in this packet: unit 1 discusses the purpose of the interview, questions frequently asked, and items that the applicant should take with him; unit 2 covers proper behavior to create a good impression during the interview; and unit 3 deals with the purpose of employment tests, their three types (intelligence, aptitude, and personality), and hints for taking them. At the beginning of each unit there is a short introduction, then the student objectives are listed, followed by the text section. Suggested learning activities and a Check Your Knowledge quiz conclude the unit. Answers to these quizzes and exercises, as well as final examination ditto masters and answers, are appended as teacher's supplements. As needed, references are made in the text to material in the other booklets. (ELG)

ED 154 227 CE 016 071

Herschbach, Dennis R. And Others

Good Grooming. Cooperative Work Experience Learning Activity Packet: Series on Job Entry and Adjustment; Packet Four.

Maryland Univ., College Park. Dept. of Industrial Education.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date—77

Note—44p.; Not available in hard copy due to reproducibility problems; For related documents see CE 016 068-078

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Cooperative Education, Employee Attitudes, *Employees, *Employment Interviews, *Job Applicants, Learning Modules, Secondary Education

Identifiers—*Dress, *Grooming

This student booklet is fourth in an illustrated series of eleven learning activity packets for use in teaching job hunting and application procedures and the management of wages to secondary students. Two units are included in this packet, one covering proper dress and grooming for the interview, and the other appearance on the job. Suggestions for dress are given according to the job type: office, sales, and outdoors or dirty. At the beginning of each unit there is a short introduction, then the student objectives are listed, followed by the text section. Suggested learning activities and a Check Your Knowledge quiz conclude the unit. Answers to these quizzes and exercises, as well as final examination ditto masters and answers, are appended as teacher's supplements. As needed, references are made in the text to material in the other booklets. (ELG)

ED 154 228 CE 016 072

Herschbach, Dennis R. And Others

Your Paycheck. Cooperative Work Experience Learning Activity Packet: Series on Job Entry and Adjustment; Packet Five.

Maryland Univ., College Park. Dept. of Industrial Education.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date—77

Note—59p.; Not available in hard copy due to reproducibility problems; For related documents see CE 016 068-078

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Cooperative Education, Employees, Fringe Benefits, Learning Modules, Overtime, *Salaries, Secondary Education, *Wages, *Wage Statements

This student booklet is fifth in an illustrated series of eleven learning activity packets for use in teaching job hunting and application procedures and the management of wages to secondary students. Two units are included in this packet: the first describing the various ways of being paid: salary (including overtime and compensatory time), hourly wage, commission, piecework, bonus, tips, casual labor, and under the counter; the second explaining gross and net pay, sample pay stubs, and payroll deductions. At the beginning of each unit there is a short introduction, then the student objectives are listed, followed by the text section. Suggested learning activities and a Check Your Knowledge quiz conclude the unit. Answers to these quizzes and exercises, as well as final examination ditto masters and answers, are appended as teacher's supplements. As needed, references are made in the text to material in the other booklets. (ELG)

ED 154 229 CE 016 073

Herschbach, Dennis R. And Others

Social Security. Cooperative Work Experience Learning Activity Packet: Series on Job Entry and Adjustment; Packet Six.

Maryland Univ., College Park. Dept. of Industrial Education.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date—77

Note—58p.; Not available in hard copy due to reproducibility problems; For related documents see CE 016 068-078

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Cooperative Education, *Employees, Learning Modules, Retirement, Secondary Education, *Wage Statements

Identifiers—*Social Security

This student booklet is sixth in an illustrated series of eleven learning activity packets for use in teaching job hunting and application procedures and the management of wages to secondary students. Four units are included in this packet to explain (1) the different benefits social security provides and the principles behind the program; (2) the qualifications for full coverage, the four types of benefits (retirement, disability, survivor's, and medicare), and the information needed to file a claim; (3) the kinds of work covered, the sources for the money to pay the benefits, and the names of the funds through which the benefits are paid; and (4) the application procedure for a social security number and how to check on your earnings record. At the beginning of each unit there is a short introduction, then the student objectives are listed, followed by the text section. Suggested learning activities and a Check Your Knowledge quiz conclude the unit. Answers to these quizzes and exercises, as well as final examination ditto masters and answers, are appended as teacher's supplements. As needed, references are made in the text to material in the other booklets.

(ELG)

ED 154 230 CE 016 074

Herschbach, Dennis R. And Others

Getting a Raise. Cooperative Work Experience Learning Activity Packet: Series on Job Entry and Adjustment; Packet Seven.

Maryland Univ., College Park. Dept. of Industrial Education.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date—77

Note—42p.; Not available in hard copy due to reproducibility problems; For related documents see CE 016 068-078

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Cooperative Education, Employees, Learning Modules, *Performance Criteria, Personnel Evaluation, *Promotion (Occupational), *Salaries, Secondary Education, Task Performance, *Wages

This student booklet is seventh in an illustrated series of eleven learning activity packets for use in teaching job hunting and application procedures and the management of wages to secondary students. Two units are included in this packet, one explaining the differences between periodic and merit pay increases and between flat amount and percentage increases, and the other listing the three evaluation criteria for raises (the quantity and quality of work performed, increased responsibility, and initiative) and suggesting ways of requesting a raise. At the beginning of each unit there is a short introduction, then the student objectives are listed, followed by the text section. Suggested learning activities and a Check Your Knowledge quiz conclude the unit. Answers to these quizzes and exercises, as well as final examination ditto masters and answers, are appended as teacher's supplements. As needed, references are made in the text to material in the other booklets. (ELG)

ED 154 231 CE 016 075

Herschbach, Dennis R. And Others

To Quit or Not to Quit. Cooperative Work Experience Learning Activity Packet: Series on Job Entry and Adjustment; Packet Eight.

Maryland Univ., College Park. Dept. of Industrial Education.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date—77

Note—54p.; Not available in hard copy due to reproducibility problems; For related documents see CE 016 068-078

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Change, Cooperative Education, *Decision Making, Employees, Financial Needs, Job Market, Job Satisfaction, Learning Modules, *Money Management, Secondary Education, Unemployment, *Vocational Adjustment

This student booklet is eighth in an illustrated series of eleven learning activity packets for use in teaching job hunting and application procedures and the management of wages to secondary students. Two units are included in this packet, the first listing reasons for quitting a job and the second telling how to appraise an employee's financial situation and the job market. At the beginning of each unit there is a short introduction, then the student objectives are listed, followed by the text section. Suggested learning activities and a Check Your Knowledge quiz conclude the unit. Answers to these quizzes and exercises, as well as final examination ditto masters and answers, are appended as teacher's supplements. As needed, references are made in the text to material in the other booklets. (ELG)

ED 154 232 CE 016 076

Herschbach, Dennis R. And Others

Unemployment Insurance. Cooperative Work Experience Learning Activity Packet: Series on Job Entry and Adjustment; Packet Nine.

Maryland Univ., College Park. Dept. of Industrial Education.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date—77

Note—42p.; Not available in hard copy due to reproducibility problems; For related documents see CE 016 068-078

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Cooperative Education, Learning Modules, Secondary Education, Unemployed, *Unemployment Insurance

This student booklet is ninth in an illustrated series of eleven learning activity packets for use in teaching job hunting and application procedures and the management of wages to secondary students. Three units are included in this packet: (1) describing the purpose of the Unemployment Insurance Policy and defining eligibility; (2) explaining the sources for the money used to pay benefits and how a base period is computed; and (3) telling the procedure for filing a claim. At the beginning of each unit there is a short introduction, then the student objectives are listed, followed by the text section. Suggested learning activities and a Check Your Knowledge quiz conclude the unit. Answers to these quizzes and exercises, as well as final examination ditto masters and answers, are appended as teacher's supplements. As needed, references are made in the text to material in the other booklets. (ELG)

ED 154 233 CE 016 077

Herschbach, Dennis R. And Others

Banking Makes Cents: Savings Accounts. Cooperative Work Experience Learning Activity Packet: Series on Job Entry and Adjustment; Packet Ten.

Maryland Univ., College Park. Dept. of Industrial Education.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date—77

Note—52p.; Not available in hard copy due to reproducibility problems; For related documents see CE 016 068-078

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Banking, Cooperative Education, Learning Modules, *Money Management, Secondary Education

Identifiers—*Savings Accounts

This student booklet is tenth in an illustrated series of eleven learning activity packets for use in teaching job hunting and application procedures and the management of wages to secondary students. Two units are included in this packet: (1) listing the reasons for opening a savings account, the criteria for choosing a bank, and the different types of savings accounts; and (2) explaining how to open an account, make deposits and withdrawals, compute the balance, and use after-hour facilities. At the beginning of each unit there is a short introduction, then the student objectives are listed, followed by the text section. Suggested learning activities and a Check Your Knowledge quiz conclude the unit. Answers to these quizzes and exercises, as well as final examination ditto masters and answers, are appended as teacher's supplements. As needed, references are made in the text to material in the other booklets. (ELG)

ED 154 234 CE 016 078

Herschbach, Dennis R. And Others

Checking Accounts. Cooperative Work Experience Learning Activity Packet: Series on Job Entry and Adjustment; Packet Eleven.

Maryland Univ., College Park. Dept. of Industrial Education.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date—78

Note—50p.; Not available in hard copy due to reproducibility problems; For related documents see CE 016 068-077

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Banking, Cooperative Education, Learning Modules, *Money Management, Secondary Education

Identifiers—*Checking Accounts

This student booklet is eleventh in an illustrated series of eleven learning activity packets for use in teaching job hunting and application procedures and the management of wages to secondary students. Three units are included in this packet: (1) how to choose a bank for a checking account; (2) how to open a checking account and fill out deposit slips; and (3) how to make out a check and compute the balance. At the beginning of each unit there is a short introduction, then the student objectives are listed, followed by the text section. Suggested learning activities and a Check Your Knowledge quiz conclude the unit. Answers to these quizzes and exercises, as well as final examination ditto masters and answers, are appended as teacher's supplements. As needed, references are made in the text to material in the other booklets. (ELG)

ED 154 236 CE 016 091

Spotts, Robert Evenson, Jill

Experience-Based Career Education. Evaluation of Outcomes at Three Pilot Programs, 1976-77.

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Oct 77

Note—247p.; For related documents see ED 143 775 and CE 016 093

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—Academic Achievement, *Career Education, Community Involvement, Control Groups, *Conventional Instruction, Cooperative Programs, Daily Living Skills, Educational Alternatives, Educational Research, Experimental Groups, *Experimental Teaching, High Schools, High School Students, Parent Attitudes, Pilot Projects, *Program Attitudes, *Program Effectiveness, Secondary Education, Student Attitudes, Student Development, *Student Evaluation, Vocational Development

Identifiers—Experience Based Career Education

Utilizing a pre/post test design, the progress of first year Experience-Based Career Education (EBCE) students (experimental group) toward projected EBCE student outcomes was compared with that of non-EBCE students (control group) at three school sites which employ the EBCE model developed by Far West Laboratory (FWL). Also, the program perceptions of students, their parents, and community resources were examined. Several instruments were used to collect data, including The Assessment of Career Development, New Mexico Career Education Test Series, and EBCE Perceptions Survey. The program outcomes indicated that the FWL model EBCE program is adaptable to a variety of settings. The EBCE programs were supported by parents and EBCE students. In addition, community resources reported favorably on their student contacts. Student outcomes indicated that both groups progressed normally in basic skills and showed an increased level of career development activities, improved school attitudes, and improved relationships with adults. EBCE students showed gains in areas measuring activities rather than knowledge and more positive perceptions of growth than their corresponding controls. (This report includes fifty-two data tables. The appendix contains project development instruments, descriptions of other instruments, program implementation evaluation forms, forms used for documentation of data collection procedures, comparison group data at one school, and data on post-graduation student planning.) (EM)

ED 154 239 CE 016 103

Clis, Pat And Others

Fashion Merchandising Module. An Advanced-Level Option for Distribution and Marketing. For the U.S.O.E. Occupational Cluster of 04.02 Apparel and Accessories Marketing.

New York State Education Dept., Albany. Bureau of Occupational Education Curriculum Development.

Pub Date—77

Note—94p.; Photographs in this document may not reproduce well

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Behavioral Objectives, *Clothing, *Course Content, Grade 12, High School Curriculum, Job Skills, *Learning Activities, *Learning Modules, *Merchandising, Salesmanship, Sales Occupations, Secondary Education, State Curriculum Guides, Vocational Development

Identifiers—New York

This instructional module on fashion merchandising is designed as a guide for secondary education teachers who are helping twelfth grade students develop occupational competency for entry-level positions in fashion-related jobs. An introductory section covers module goals, career opportunities and employment demands, administrative considerations, module format, maintaining a resource library, audio-visual materials, and teaching suggestions. The module is divided into four sections and each one includes general behavioral objectives followed by correlated performance objectives, topical content outline, and suggested learning activities. The four module sections and their subdivisions are as follows: (1) the nature of fashion (terminology, history and scope, influences on fashion interest and demand, creation of fashion, and the fashion-buying function), (2) fashion selling (types of retail establishments, store operation, and personal selling), (3) fashion promotion (planning promotions and store fashion coordination), and (4) career opportunities in fashion merchandising (positions in retail stores, positions in manufacturing, positions in ancillary services, and college fashion merchandising programs in New York State). The appendix includes a bibliography of textbooks, instructional materials, and periodicals; a list of major trade and trade service associations; the color wheel; information on manmade fibers; and a sample competency-based competitive event for students in apparel and accessories along with staff and judge's instruction sheets. (EM)

ED 154 240 CE 016 104

Pearlman, Kenneth

Job Families: A Review and Discussion of Their Potential Utility for Personnel Selection. Professional Series PS-78-2.

Civil Service Commission, Washington, D.C. Personnel Measurement Research and Development Center.

Pub Date—Mar 78

Note—26p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Bibliographic Citations, *Cluster Grouping, *Grouping Procedures, Group Structure, Literature Reviews, *Occupational Clusters, Occupational Information, *Personnel Selection, Research Methodology, Taxonomy, *Validity

This report reviews the personnel literature on the development of job families to illustrate and provide examples of varied approaches to the taxonomic issues of objective, content, and method in job family construction. This booklet first examines the definition of job families and then briefly discusses the potential utility of job families. The next three sections focus on objectives of job families, content bases of job families, and grouping methods used in the construction of job families; and provide examples of each one from the literature. These sections are followed by a table which summarizes the examples of objectives, job descriptors, types of job descriptor output, grouping methods, and grouping level and cites the literature source of each variable. The concluding section explores the implications of the material reviewed for personnel selection theory and practice. This discussion focuses on four general strategies of job family construction and examines their utility for validity generalization research and application. A list of references is attached. (EM)

ED 154 241 CE 016 105

Guide for Awarding Academic Credit under the Youth Employment and Demonstration Projects Act. For Prime Sponsors, Cooperating Agencies, and Educational Institutions.

New York State Education Dept., Albany.

Pub Date—Feb 78

Note—39p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—College Credits, Cooperative Education, *Educational Alternatives, Educational Certificates, Equivalency Tests, External Degree Programs, Federal Legislation, *High School Equivalency Programs, Post Secondary Education, Secondary Education, *Special Degree Programs, State Programs, *Work Experience Programs, Youth Opportunities, *Youth Programs

Identifiers—Comprehensive Education and Training Act, New York, Youth Employment and Demonstration Projects Act

This guide provides information about the available opportunities in New York State for youths to earn credit toward both high school diplomas and college degrees for competencies gained in the Comprehensive Educational Training Act (CETA) training and work experience programs as provided by the Youth Employment and Demonstration Projects Act (YEDPA). The introduction presents an overview of who is responsible for awarding credit, the YEDPA challenge to move in new directions, secondary school programs, alternative high school diplomas, and postsecondary programs, including a chart listing available secondary and postsecondary programs in New York State. Part I on awarding academic credit for work experience at the secondary level discusses cooperative occupational education programs, the general work experience program, training and work experience in general education courses, the high school equivalency diploma program, and the external high school diploma program. Awarding academic credit for work experience at the postsecondary level is discussed in Part II and includes information on credit by examination programs, the Regents external degree program, the Program on Noncollegiate Sponsored Instruction, and college programs that credit work experience. A discussion of advisement services and a summary conclude this booklet. (EM)

ED 154 242 CE 016 107

Caro, Paul W.

Some Current Problems in Simulator Design, Testing and Use.

Human Resources Research Organization, Alexandria, Va.Seville Research Corp., Pensacola, Fla.

Spons Agency—Air Force Office of Scientific Research, Washington, D.C.

Report No.—HumRRO-PP-2-77

Pub Date—Mar 77

Contract—F44620-76-C-0118

Note—16p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Cost Effectiveness, *Flight Training, *Military Training, Models, Problems, *Program Design, *Program Effectiveness, Program Improvement, Simulated Environment, *Simulation, Simulators, *Testing, Use Studies

Identifiers—Air Force, Army, Coast Guard, Navy

Concerned with the general problem of the effectiveness of simulator training, this report reflects information developed during the conduct of aircraft simulator training research projects sponsored by the Air Force, Army, Navy, and Coast Guard. Problems are identified related to simulator design, testing, and use, all of which impact upon simulator training effectiveness. These problems are (1) isolation of the simulator user from the design and development process, (2) inattention to behavioral and training models during that process, (3) ignoring training considerations during simulator testing, (4) inadequate feedback to simulator designers concerning simulator training effectiveness, (5) inattention to techniques of simulator training that differ from techniques of aircraft training, (6) inadequate training for simulator instructors, (7) use of rate of simulator utilization as an index of its training effectiveness, and (8) inadequacies of simulator training cost effectiveness data. (It was concluded in this report that to deal with these problems simulator training must be viewed as a part of a much larger training system and not as an independent element.) (Author/JH)

ED 154 243 CE 016 138

Youth Initiatives.

Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

Pub Date—78

Note—119p.; Some pages may not reproduce well because of faint type

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Adult Education, *Community Involvement, Community Programs, Demonstration Projects, *Disadvantaged Youth, *Employment Opportunities, Employment Potential, Federal Aid, Federal Legislation, *Federal Programs, Industrial Training, Job Training, Manpower Utilization, School Industry Relationship, Unemployment, Youth, *Youth Employment, *Youth Programs

Identifiers—*Job Corps, United States, *Youth Employment and Demonstration Projects Act

Summarizing the first eight months of the planning, design, and implementation of the new federal youth programs created by the Youth Employment and Demonstration Projects Act of 1977 (YEDPA) and the efforts for expansion and enrichment of the Job Corps, this report explains the charters of the two projects and their initial successes in and projections for meeting their goals. For YEPDA ten principles are specified: knowledge development; work experience; youth involvement; targeting resources on areas of greatest need; substitution prevention; control of overhead; institutional change (improving the linkages between education and employment and training systems); delivery agents; coordination of local and federal planning efforts; and rapid implementation. In the Job Corps' charter eight missions are identified: expansion of the program; maintaining and improving performance; need for new approaches; recruitment; placement; linkages with community groups and institutions; community involvement; and monitoring and evaluation. Innovations in the Job Corps' program are separated into three types: (1) special efforts devoted to target groups of the greatest need; (2) industry work experience; and (3) alternative delivery agents such as community-based organizations and labor unions. From efforts to fulfill the objectives of the two charters, this report indicates that knowledge of youth problems and programs is being expanded, that many demonstration projects and experiments are being undertaken, that important linkages are being formed, and that, overall, youth is benefiting from greater employment and improved services. (ELG)

ED 154 244 CE 016 141

West, Bill R. Brannock, Dennis

A Plan to Organize Performance Based Auto Mechanics Programs and Derive Learning Content. Information Series Number Four. A Project Report.

Indiana Univ., Bloomington. Research Dissemination Service.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date—Feb 78

Note—59p.

Available from—Vocational Education Information Services, Indiana University Library, W501, Bloomington, Indiana 47401 ($2.00 prepaid; single copies free to Indiana residents)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Auto Mechanics (Occupation), High School Curriculum, *Job Training, Machine Repairmen, Occupational Clusters, *Occupational Information, Occupational Surveys, *Program Planning, Secondary Education, State Surveys, *Task Analysis, Vocational Education

Identifiers—Indiana

A plan was created for organizing and deriving the learning content of a multi-occupational, performance based vocational education (PBVE) Indiana high school auto mechanics program in vehicle repair. Three surveys were conducted. First, 498 businesses were surveyed to determine existing vehicle repair job titles in Indiana and ways to group these job titles. A second survey was sent to 699 businesses to determine the number of persons employed in each job title identified. The last survey, a task inventory instrument, was mailed to a stratified sample of 198 employers of eight selected job titles. There were four major findings. First, there were 148 job titles identified in the areas of auto, light duty, and medium duty vehicle repair; heavy duty vehicle repair; auto and truck body repair; and small engine repair. In view of this, the generic term auto mechanics includes many job titles for which students can be specifically trained. Second, a PBVE program plan was developed and represented in a job title matrix in which job titles are organized by common tasks. The matrix is used as the basis for program organization and learning content derivation. Third, a task inventory and system for identifying common tasks among job titles was developed. Last, a learning module development process was devised for teaching and learning content. (Sample pages from the three survey forms are appended.) (EM)

ED 154 245 CE 016 150

Book of Ideas in Business Education. Activities and Ideas to Motivate Students toward Improved Business Education.

Oklahoma State Dept. of Education, Oklahoma City.

Pub Date—76

Note—79p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Accounting, *Business Education, Business Subjects, Consumer Economics, *Learning Activities, Legal Education, Mathematics Education, *Motivation Techniques, Office Practice, Secondary Education, Stenography, *Student Motivation, Teacher Developed Materials, *Teaching Techniques, Typewriting

Developed by Oklahoma Business Education Teachers under the auspices of the Oklahoma State Department of Education, this book of ideas contains short, one-to-three-paragraph descriptions of activities and ideas to motivate students toward improved business education. The business education content areas included in this document are divided into ten sections: (1) general instructional approaches, (2) accounting, (3) business law, (4) business math, (5) consumer economics, (6) general business, (7) motivation, (8) office practice, (9) shorthand, and (10) typewriting. (VB)

ED 154 246 CE 016 151

Business Education in Oklahoma. A Guide for Teachers to Motivate Students toward Improved Business Education.

Oklahoma Curriculum Improvement Commission, Oklahoma City.Oklahoma State Committee for Business Education, Oklahoma City.

Spons Agency—Oklahoma State Dept. of Education, Oklahoma City.

Pub Date—75

Note—145p.; Some pages may not reproduce well because of faint type

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Business Education, *Business Education Teachers, *Business Skills, Check Lists, Interpersonal Relationship, Secondary Education, State Curriculum Guides, Teacher Role, Teaching Guides, *Teaching Methods

Identifiers—Oklahoma

Intended to aid Oklahoma secondary school teachers of business education with their daily and long-range planning, this curriculum guide covers instruction in the following subject areas: general business, business English, economics, consumer economics, typewriting I and II, shorthand I and II, business machines, business mathematics, accounting I and II, and data processing. For each of these courses a goal is stated, and the content outline with objectives, activities, evaluation, and/or recommendations is presented in chart form, followed by a bibliography. Organized as a series of questions, a checklist on professionalism is provided for the teacher, focusing on the spheres of teaching, relationships with students inside and outside the classroom, relationships with colleagues, professional organizations, research and writing, constructive evaluation of educational systems, and relationships with the community. Other checklists deal with teacher education, outlining the competencies and the exposure to knowledge expected of a graduate of a teacher-training institution. Specific methods of teaching accounting, shorthand, typewriting, and general business are discussed, and bibliographies are included for each. (ELG)

ED 154 247 CE 016 159

Olson, Lawrence S.

An Empirical Study of Decisions Involving Post-Secondary Vocational School Training. Volume I-Executive Summary. Final Report.

Rochester Univ., N.Y.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Mar 78

Contract—G007603868

Note—20p.; Table information on page 10 may not reproduce well due to small print; For a related document see CE 016 160

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Dropouts, *Educational Benefits, Inner City, Intelligence, *Males, *Motivation, National Surveys, *Post Secondary Education, *Private Schools, Program Length, Rural Youth, Socioeconomic Background, Urban Youth, *Vocational Education, Vocational Followup, Wages

Identifiers—United States

A study examined decisions involving private, postsecondary vocational schooling using three large, national sets of data (from the National Longitudinal Surveys) on males. Particular attention is paid to three target groups: inner-city and rural individuals and dropouts. Various equations were estimated using a life-cycle model of time allocation to market work, college, and vocational schooling. Empirical results indicate that persons who took very short programs in private vocational schools (less than three full-time-equivalent months) earn more than persons who didn't train but that this advantage decreases and eventually reverses for longer programs. Estimated dropout penalties are insignificant for all but inner-city youths. Dropout rates from private vocational schools are high, and dropping out appears to be an important method of choosing program length. Other results indicate that persons with poor socioeconomic backgrounds and high IQs take private vocational schooling. Also, during the time they attend private vocational schools, students get higher paying jobs than similar non-trainees. Current governmental policies encourage much longer programs in private vocational schools than appear to be justified by this study. Inner city youths in particular should be encouraged to take and complete short programs, since their estimated dropout penalty is large. (A more complete technical report is also available—see note.) (JT)

ED 154 248 CE 016 160

Olson, Lawrence S.

An Empirical Study of Decisions Involving Post-Secondary Vocational School Training. Volume II-Technical Report. Final Report.

Rochester Univ., N.Y.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Mar 78

Contract—G007603868

Note—73p.; Not available in hard copy due to marginal legibility of original document; For a related document see CE 016 159

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Dropouts, *Educational Benefits, Inner City, Intelligence, *Males, *Motivation, National Surveys, *Post Secondary Education, *Private Schools, Program Length, Rural Youth, Socioeconomic Background, Urban Youth, *Vocational Education, Vocational Followup, Wages

Identifiers—United States

A study examined decisions involving private, postsecondary vocational schooling using three large, national sets of data (from the National Longitudinal Surveys) on males. Particular attention is paid to three target groups: inner-city and rural individuals and dropouts. Various equations were estimated using a life-cycle model of time allocation to market work, college, and vocational schooling. Empirical results indicate that persons who took very short programs in private vocational schools (less than three full-time-equivalent months) earn more than persons who didn't train but that this advantage decreases and eventually reverses for longer programs. Estimated dropout penalties are insignificant for all but inner-city youths. Dropout rates from private vocational schools are high, and dropping out appears to be an important method of choosing program length. Other results indicate that persons with poor socioeconomic backgrounds and high IQs take private vocational schooling. Also, during the time they attend private vocational schools, students get higher paying jobs than similar non-trainees. Current governmental policies encourage much longer programs in private vocational schools than appear to be justified by this study. Inner city youths in particular should be encouraged to take and complete short programs, since their estimated dropout penalty is large. (Description of procedures, data preparation, and findings are included. A shorter executive summary is also available-see note.) (JT)

ED 154 249 CE 016 161

Blaschke, Charles L. And Others

Development of Procedures and Instruments for Assessing the Productivity and Impact of Post-Secondary Cooperative Education and Work Experience Programs. Final Report.

Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 77

Contract—300-76-0269

Note—115p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Administrative Personnel, Check Lists, *Cooperative Education, Counseling Effectiveness, Efficiency, Ethnic Groups, Evaluation Criteria, *Evaluation Methods, *Evaluation Needs, *Guidelines, Minority Groups, Needs Assessment, Performance, Post Secondary Education, Productivity, Program Administration, Program Costs, Program Effectiveness, *Program Evaluation, Sex Discrimination

A project was conducted to assess the evaluation needs of post secondary cooperative education program administrators and to develop procedures and checklists for assessing productivity and impact of postsecondary cooperative education. This work built upon a general design developed in 1976 under part C of Public Law 90-576 for improving planning, management and evaluation of cooperative education programs. The evaluation component of that design was adapted to meet the special needs of post-secondary cooperative education program directors to focus on measures of productivity and impact, and to address the problems of sex and ethnic bias. The project involved the following: review of relevant postsecondary cooperative education documents; studies and interviews with local directors regarding evaluation needs; a revision of the evaluation design to reflect special needs of postsecondary cooperative education programs and to focus on measuring productivity and impact; the development of specific procedures and checklists to assess existing evaluation procedures and/or to develop new ones in critical checkpoint areas; and a pilot-test of products with post-secondary cooperative education program administrators. A set of procedures and checklists for evaluating the productivity and impact of postsecondary cooperative education programs resulted from this study. (The checklists and instructions on their use are appended.) (Author/JH)

ED 154 254 **CE 016 313**

Pre-Employment Skills. An Instructional Pac for Volunteers.

Cincinnati Public Schools, Ohio. Dept. of Research and Development.

Spons Agency—Ohio State Dept. of Education, Columbus.

Pub Date—[74]

Note—59p.; Parts are marginally legible due to type size

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Biographical Inventories, *Community Involvement, Curriculum Guides, Data Sheets, Employment, Employment Interviews, Employment Practices, Employment Services, Fringe Benefits, *Job Application, *Job Search Methods, *Learning Activities, Minimum Wage, *Records (Forms), School Community Relationship, School Industry Relationship, Secondary Education, *Volunteers, Work Attitudes, Work Experience

The purpose of this instructional "pac" is to provide individuals with the skills and information needed when seeking employment. The curriculum, designed for ten sessions, is intended to be taught by volunteers from the local community, business, industry and the civil service. Different activities are used in the class sessions and include discussions, role-playing and individual task work. Following a pretest, session 1 gives an overview of the course and discusses the following items: birth certificate; work certificate; school data card; social security card; and a personal inventory. In session 2, how to write a personal inventory is presented. Session 3 explains the role of the Civil Service Commission and covers how to fill out applications. Session 4 deals with employment agencies and writing a resume. A discussion of unions is provided in session 5. Session 6 covers newspaper classification ads, reading want ads, and writing a letter of application. Interviews and interview techniques are discussed in sessions 7 and 8. Session 9 covers fringe benefits, fair employment practices and the minimum wage. Work attitudes are discussed in session 10 which is followed by a posttest and feedback from the volunteers. (JH)

ED 154 256 **CE 016 460**

Employment Needs of Women Offenders: A Program Design.

Women's Bureau (DOL), Washington, D.C.

Pub Date—77

Note—67p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Community Involvement, Community Programs, Correctional Education, Corrective Institutions, *Criminals, Employment Opportunities, *Employment Problems, *Females, Information Dissemination, *Needs Assessment, Prisoners, Program Coordination, *Program Design, Program Development, Program Planning

Identifiers—Women's Bureau

Based on meetings held by the Women's Bureau in Baltimore, Boston, and Miami to explore the employment-related problems of women offenders and to propose solutions, this report in Part I describes the development and conduct of these three seminars, in Part II gives instructions for the organization of future such community programs, and in Part III contains samples of conference materials as well as a resource directory. Three objectives are recognized for the local meetings: (1) to identify and assess the employment needs of women offenders both in the institution and the community; (2) to share information with the general public and government and private agencies about these needs and to establish a communication network and closer coordination among these agencies; and (3) to encourage communities to develop plans to improve services relating to the employment of female offenders. Further, in Part I, the four phases of the program design used at the three sites (assessment, developmental, activity, and followup action) are identified and differences are noted for each city; and in Part II, these four phases are outlined generally to provide a model for community development of similar conferences. Conclusions drawn from the meetings in the three cities show deficiencies in the following areas associated with the vocational education of women offenders: education, job training, resocialization, and job-readiness courses in penal institutions; work in state-use industries; work-release programs; employer and union involvement; long-termers' participation in vocational programs; linkage between correctional institutions and community and government agencies; and elimination of barriers imposed by state laws. (ELG)

Indexes

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This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

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The symbol / / appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Subject Term

Educational Assessment

Title of Document

Learning a Living across the Nation. Volume V. Project Baseline. Fifth National Report. Baseline Year: 1974-75 (Fiscal Year 1975). Part 1: Narrative Report.

ED 137 505

Accession Number

Ability

Trainability of Abilities: A Review of Nonspecific Transfer Issues Relevant to Ability Training. Technical Report.
ED 150 428

Ability Identification

The Rationale and Methodology for Development of a Competency Based Leadership Education and Training Program in the Navy.
ED 154 147

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Abstracts of Exemplary Projects in Vocational Education Covering Fiscal Years: 1975, 1976 and 1977.
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An Analytical Research Project to Assess the Impact of Practical Arts Programs in the Commonwealth of Kentucky. Final Report.
ED 151 541

Career Education: What Proof Do We Have That It Works? Report of a Panel Session at the Commissioner's National Conference on Career Education (Houston, Texas, November 8, 1976). Monographs on Career Education.
ED 151 516

A Comparison of the Career Maturity, Self Concept and Academic Achievement of Female Cooperative Vocational Office Training Students, Intensive Business Training Students, and Regular Business Education Students in Selected High Schools in Mississippi.
ED 151 536

First- and Second-Year Shorthand Achievement for Century 21, Forkner and Gregg Shorthand.
ED 151 538

Access to Education

Handicapped Persons in Wisconsin's Vocational, Technical, and Adult Education Districts: Assessment of Educational Techniques and Identification of Barriers.
ED 150 454

Race and Sex Compliance Issues in Vocational Education.
ED 154 199

Accounting

Bookkeeping and Accounting 1 & 2 Syllabus. 1977 Revision.
ED 150 421

Accreditation (Institutions)

Publication Abstracts of the Oregon Interinstitutional Consortium for Career Education.
ED 151 515

Adjustment Problems

Handicapped Persons in Wisconsin's Vocational, Technical, and Adult Education Districts: Assessment of Educational Techniques and Identification of Barriers.
ED 150 454

Administrative Organization

The Continuation of Exemplary Projects.
ED 154 169

Fourth Progress and Information Report of the Vocational-Technical Education Consortium of States. (VOTECS.)
ED 154 109

Administrative Personnel

Development of Procedures and Instruments for Assessing the Productivity and Impact of Post-Secondary Cooperative Education and Work Experience Programs. Final Report.
ED 154 249

Leadership Competencies in Vocational Education: Implications for Preservice Education.
ED 154 114

A Progress Report of Activities in "To Study a Program to Overcome Sex Bias Barriers in Women's Qualifications for Vocational Administration Posts."
ED 151 613

A Search for Relevancy: The Classroom, the Office.
ED 151 518

Vocational Counseling Needs of Young Women as Perceived by Working Business and Profes-

sional Women. Final Report.
ED 154 154

Administrative Policy
An Exploratory Study of the Relationship of Job Satisfaction to Work Values in the Maryland Cooperative Extension Service.
ED 154 133

Administrative Principles
Mainstreamed Handicapped Students in Occupational Education: Exemplary Administrative Practices.
ED 154 163

Administrator Characteristics
A Search for Relevancy: The Classroom, the Office.
ED 151 518

Administrator Qualifications
A Progress Report of Activities in "To Study a Program to Overcome Sex Bias Barriers in Women's Qualifications for Vocational Administration Posts."
ED 151 613

Admission Criteria
Professional Teacher Education Module Series. Enroll Students in Your Co-op Program, Module J-3 of Category J–Coordination of Cooperative Education.
ED 153 058

Adoption (Ideas)
Keys to Research, Utilization and Adoption. A Study Conducted with a Grant from The Ford Foundation Focusing on Selected Aspects of Agriculture, Economics and Health.
ED 154 200

Adult Education
Proceedings of the VTAE Leadership Conference on Energy Use and Occupational Impacts (Madison, Wisconsin, February 15-16, 1977).
ED 152 993

Adult Education Programs
Identification and Analysis of Competency-Based Adult Vocational Education Programs. Final Report. Research and Development Series No. 132.
ED 153 051
Proceedings of the National Workshop on Competency-Based Adult Vocational Instruction, August 2-5, 1977. Leadership Training Series No. 55.
ED 153 052

Adult Vocational Education
Adult Vocational Teacher Competencies.
ED 152 981
Competency Based Adult Vocational Education through Performance Based Teacher Education–"An Implementation Delivery System." Final Report.
ED 154 170
Coordinated Inservice Activities for Part-Time Adult Vocational Teachers in Pennsylvania. Final Report. Vocational-Technical Education Research Report. Monograph No. 3, Vol. 15, No. 9.
ED 152 958
A Historical and Descriptive Study of Adult Cooperative Vocational Education Programs in Colorado Postsecondary Institutions. Final Report.
ED 151 574
Identification and Analysis of Competency-Based Adult Vocational Education Programs. Final Report. Research and Development Series No. 132.
ED 153 051
Job Development and Placement Services for Vocational Education Learners in Postsecondary Institutions. Annotated and Selected Bibliography. Final Report.
ED 151 572
Proceedings of the National Workshop on Competency-Based Adult Vocational Instruction, August 2-5, 1977. Leadership Training Series No. 55.
ED 153 052
Summative Evaluation of Mountain-Plains. Volume II.
ED 150 398

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Toward a Federal Policy on Education and Work.
ED 151 579

Advisory Committees
Business-Industry-Labor Linkages: A Handbook for Improving Personnel Development Programs. Handbook Section 2. Advisory Committees: Utilizing Business, Industry, Labor Advisory Committees.
ED 150 435
A Final Report of the National Advisory Council on Vocational Education by the Task Force on Management Evaluation Review for Compliance. Report No. 1.
ED 153 071
An Interim Report to the Congress of the National Commission for Manpower Policy. The Challenge of Rising Unemployment. Report No. 1.
ED 153 085
The Role of State and Local Advisory Councils in Vocational Education. Occasional Paper No. 36.
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Agency Role
A System of Management.
ED 153 045

Agribusiness
An Analysis of the Agricultural Supply Businesses and Services Occupation.
ED 151 526
Identifying and Validating Essential Competencies Needed for Entry and Advancement in Major Agriculture and Agribusiness Occupations. Final Report.
ED 151 521

Agricultural Education
Summaries of Research and Development Activities in Agricultural Education, 1976-1977, United States of America.
ED 151 532
Vocational Agriculture at Hilliard. A History of the Department of Vocational Agriculture at Hilliard High School from 1919 to 1972.
ED 151 531

Agricultural Occupations
Identifying and Validating Essential Competencies Needed for Entry and Advancement in Major Agriculture and Agribusiness Occupations. Final Report.
ED 151 521

Agricultural Research Projects
Summaries of Research and Development Activities in Agricultural Education, 1976-1977, United States of America.
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ED 151 521

Agricultural Supply Occupations
An Analysis of the Agricultural Supply Businesses and Services Occupation.
ED 151 526

Agriculture
Child Labor Requirements in Agriculture under the Fair Labor Standards Act. Child Labor Bulletin No. 102.
ED 150 402

Air Force
Job Enrichment: Evaluation with Implications for Air Force Job Redesign. Interim Report, 1 January 1975-30 April 1977.
ED 150 427
Long-Term Retention of Flying Skills: A Review of the Literature. Final Report 76-35.
ED 153 040

Aircraft Pilots
Long-Term Retention of Flying Skills: A Review of the Literature. Final Report 76-35.
ED 153 040

American Indians
Educational Programs for Native Americans: Implications for Vocational Education Research and Development. Occasional Paper No. 40.
ED 152 971
Services to the American Indian Population to Bridge the Gap between Education, Culture and the World of Work. Final Report.
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Annotated Bibliography of the Air Force Human Resources Laboratory Technical Reports–1976.
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Characteristics of Cooperative Agreements between Postsecondary Institutions and Business, Industry, and Labor. Annotated and Selected Bibliography. Final Report.
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Aptitude Tests
A Comparison of Grade Level Scores on the Wide Range Achievement Test (WRAT) and the Comprehensive Test of Basic Skills (CTBS).
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Demonstrating the Planning, Implementation, and Evaluation of Developmental Guidance, Counseling, and Placement Components in a Career Education System. Final Report.
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Long-Term Retention of Flying Skills: A Review of the Literature. Final Report 76-35.
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Articulation (Program)
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ED 154 178

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ED 153 084

National Inst. of Education (DHEW), Washington, D.C.

A Plan for the Study of Vocational Education. Transmitted to the Congress by the National Institute of Education December 30, 1977.
ED 151 581

National Planning Association, Washington, D.C.

The National Manpower Survey of the Criminal Justice System. Executive Summary.
ED 154 156

Natrona County School District, Casper, Wyo.

A Model Project in Career Education K-12. Final Report.
ED 154 205

Navy Personnel Research and Development Center, San Diego, Calif.

Why Women Enlist: The Navy as an Occupational Choice.
ED 154 194

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Auto Mechanics. Competencies for Articulation.
ED 151 563

Carpentry. Competencies for Articulation.
ED 151 564

Office Occupations. Competencies for Articulation.
ED 151 565

Welding. Competencies for Articulation.
ED 151 566

Nebraska Occupational Needs Research Coordinating Unit, Lincoln.

Personnel Development for Entrepreneurs. Final Report.
ED 153 007

New Castle Community School Corp., Ind.

A Plan for the Research, Development and Implementation of a Comprehensive Health Occupations Education Program. Project H.O.P.E. Final Report.
ED 152 969

New Mexico State Dept. of Education

A Career Implementation Program for a Small Rural School: Penasco, New Mexico. Final Report.
ED 154 208

New York State Education Dept., Albany.

Guide for Awarding Academic Credit under the Youth Employment and Demonstration Projects Act. For Prime Sponsors, Cooperating Agencies, and Educational Institutions.
ED 154 241

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ED 150 421

Fashion Merchandising Module. An Advanced-Level Option for Distribution and Marketing. For the U.S.O.E. Occupational Cluster of 04.02 Apparel and Accessories Marketing.
ED 154 239

Travel and Tourism Module. An Advanced-Level Option For Distribution and Marketing.
ED 150 420

Wholesale Distribution Module. An Advanced-Level Option for Distribution and Marketing.
ED 150 422

Nicolet Coll. and Technical Inst., Rhinelander, Wis.

Services to the American Indian Population to Bridge the Gap between Education, Culture and the World of Work. Final Report.
ED 151 539

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Building Trades 1. Course Outline.
ED 151 528

Northwest Regional Educational Lab., Portland, Oreg.

Citizen Participation Handbook: Four Case Studies. Community Education Advisory Council Report No. 6.
ED 150 426

Directions in Career Education: Questions People Ask about Education and Work.
ED 154 160

Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Toward a Federal Policy on Education and Work.
ED 151 579

Office of Career Education (DHEW/OE), Washington, D.C.

Community Involvement in Career Education: A Metropolitan Area Example.
ED 153 008

Office of Consumer Affairs, Washington, D.C.

Annual Consumer Education "Catch-Up" Conference. (3rd, Washington, D.C., March 2-3, 1978).
ED 153 055

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ED 151 516

Development of Procedures and Instruments for Assessing the Productivity and Impact of Post-Secondary Cooperative Education and Work Experience Programs. Final Report.
ED 154 249

Ohio State Bureau of Employment Services, Columbus.

How to Get a Job. It's Your Move.
ED 152 976

Ohio State Univ., Columbus.

Development of Competency Based Competitive Events in Distributive Education. Final Report.
ED 154 130

Ohio State Univ., Columbus. Center for Human Resource Research.

The National Longitudinal Surveys Handbook. Revised.
ED 151 546

Ohio State Univ., Columbus. Center for Vocational Education.

Help Wanted: Articulating Occupational Education at the Post-Secondary Level.
ED 154 158

Ohio State Univ., Columbus. Cooperative Extension Service.

Extension Output Measures as Identified by Extension Clientele. Summary of a Study in Extension Evaluation or Research.
ED 152 982

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Adapt, Utilize, and Implement PBTE Curricular Materials. Module X-101.
ED 152 966

Adapt, Utilize, and Implement PBTE Curricular Materials. Module X-102.
ED 152 965

Business-Industry-Labor Linkages: A Handbook for Improving Personnel Development Programs. Handbook Section 1. Staff Development: Creating a Staff Development Plan for Business, Industry, Labor Involvement.
ED 150 434

Business-Industry-Labor Linkages: A Handbook for Improving Personnel Development Programs. Handbook Section 2. Advisory Committees: Utilizing Business, Industry, Labor Advisory Committees.
ED 150 435

Business-Industry-Labor Linkages: A Handbook for Improving Personnel Development Programs. Handbook Section 3. Cooperative Internships: Establishing Cooperative Internship Programs Involving Business, Industry, and Labor.
ED 150 436

Business-Industry-Labor Linkages: A Handbook for Improving Personnel Development Programs. Handbook Section 4. Personnel Exchange Programs: Establishing Personnel Exchange Programs Involving Business, Industry, Labor.
ED 150 437

Business-Industry-Labor Linkages: A Handbook for Improving Personnel Development Programs. Handbook Section 5. Workshops: Involving Business, Industry, and Labor through Workshop Programs.
ED 150 438

Business-Industry-Labor Linkages: A Handbook for Improving Personnel Development Programs. Handbook Section 6. Site Visits: Conducting Business, Industry, and Labor Site Visits.
ED 150 439

Business-Industry-Labor Linkages: A Handbook for Improving Personnel Development Programs. Handbook Section 7. Resource Persons: Involving Resource Persons from Business, Industry, and Labor.
ED 150 440

Business-Industry-Labor Linkages: A Handbook for Improving Personnel Development Programs. Handbook Section 8. Program Support: Securing Program Support for Business, Industry, and Labor Involvement.
ED 150 441

The Continuation of Exemplary Projects.
ED 154 169

Current Projects in Vocational Education FY 1977. Abstracts of Projects Supported in Fiscal Year 1977 under the Vocational Education Amendments of 1968 (Parts C, D, I and J).
ED 151 611

The Development of a Comprehensive State Capacity for Program Improvement. Occasional Paper No. 34.
ED 150 419

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ED 152 971

Identification and Analysis of Competency-Based Adult Vocational Education Programs. Final Report. Research and Development Series No. 132.
ED 153 051

Management Information Systems. A Review and Synthesis of Projects Funded During FY 1975 Under the Vocational Education Amendments (P.L. 90-576, Section 131(a) of Part C). Information Series No. 128.
ED 153 066

National Institute for Performance-Based Teacher Education. Second Phase: 1976-1977. Final Report.
ED 152 967

National Study of Vocational Education in Corrections. Final Report.
ED 151 569

Organize the Vocational Program to Install Competency-Based Instruction. Module K-2. Performance Element Nos. CBI 25, 26, 27, 34.
ED 152 962

Orient the School and Community to Competency-Based Instruction. Module K-1. Performance Element Nos. CBI 5, 6, 7, 8.
ED 152 961

Proceedings of the National Workshop on Competency-Based Adult Vocational Instruction, August 2-5, 1977. Leadership Training Series No. 55.
ED 153 052

Professional Teacher Education Module Series. Arrange for Television and Radio Presentations Concerning Your Vocational Program, Module G-6 of Category G–School-Community Relations.
ED 154 214

Professional Teacher Education Module Series. Conduct an Open House, Module G-7 of Category G–School-Community Relations.
ED 154 215

Professional Teacher Education Module Series. Coordinate On-the-Job Instruction, Module J-7 of Category J–Coordination of Cooperative Education.
ED 153 062

Professional Teacher Education Module Series. Develop a School-Community Relations Plan for Your Vocational Program, Module G-1 of Category G–School-Community Relations.
ED 154 209

Professional Teacher Education Module Series. Develop an Active Personal Philosophy of Education, Module I-3 of Category I–Professional Role and Development.
ED 153 078

Professional Teacher Education Module Series. Develop Brochures to Promote Your Vocational Program, Module G-3 of Category G–School-Community Relations.
ED 154 211

Professional Teacher Education Module Series. Develop the Training Ability of On-the-Job Instructors, Module J-6 of Category J–Coordination of Cooperative Education.
ED 153 061

Professional Teacher Education Module Series. Enroll Students in Your Co-op Program, Module J-3 of Category J–Coordination of Cooperative Education.
ED 153 058

Professional Teacher Education Module Series. Establish Guidelines for Your Cooperative Vocational Program, Module J-1 of Category J–Coordination of Cooperative Education.
ED 153 056

Professional Teacher Education Module Series. Evaluate Co-Op Students' On-the-Job Performance, Module J-8 of Category J–Coordination of Cooperative Education.
ED 153 063

Professional Teacher Education Module Series. Give Presentations to Promote Your Vocational Program, Module G-2 of Category G–School-Community Relations.
ED 154 210

Professional Teacher Education Module Series. Keep Up to Date Professionally, Module I-1 of Category I–Professional Role and Development.
ED 153 076

Professional Teacher Education Module Series. Manage the Attendance, Transfers, and Terminations of Co-op Students, Module J-2 of Category J–Coordination of Cooperative Education.
ED 153 057

Professional Teacher Education Module Series. Obtain a Suitable Teaching Position, Module I-5 of Category I–Professional Role and Development.
ED 153 080

Professional Teacher Education Module Series. Obtain Feedback about Your Vocational Program, Module G-10 of Category G–School-Community Relations.
ED 154 218

Professional Teacher Education Module Series. Place Co-op Students on the Job, Module J-5 of Category J–Coordination of Cooperative Education.
ED 153 060

Professional Teacher Education Module Series. Plan the Student Teaching Experience, Module I-7 of Category I–Professional Role and Development.
ED 153 082

Professional Teacher Education Module Series. Prepare Displays to Promote Your Vocational Program, Module G-4 of Category G–School-Community Relations.
ED 154 212

Professional Teacher Education Module Series. Prepare for Students' Related Instruction, Module J-9 of Category J–Coordination of Cooperative Education.
ED 153 064

Professional Teacher Education Module Series. Prepare News Releases and Articles Concerning Your Vocational Program, Module G-5 of Category G–School-Community Relations.
ED 154 213

Professional Teacher Education Module Series. Provide Laboratory Experiences for Prospective Teachers, Module I-6 of Category I–Professional Role and Development.
ED 153 081

Professional Teacher Education Module Series. Secure Training Stations for Your Co-Op Program, Module J-4 of Category J–Coordination of Cooperative Education.
ED 153 059

Professional Teacher Education Module Series. Serve the School and Community, Module I-4 of Category I–Professional Role and Development.
ED 153 079

Professional Teacher Education Module Series. Serve Your Teaching Profession, Module I-2 of Category I–Professional Role and Development.
ED 153 077

Professional Teacher Education Module Series. Supervise an Employer-Employee Appreciation Event, Module J-10 of Category J–Coordination of Cooperative Education.
ED 153 065

Professional Teacher Education Module Series. Supervise Student Teachers, Module I-8 of Category I–Professional Role and Development.
ED 153 083

Professional Teacher Education Module Series. Work with Members of the Community, Module G-8 of Category G–School-Community Relations.
ED 154 216

Professional Teacher Education Module Series. Work with State and Local Educators, Module G-9 of Category G–School-Community Relations.
ED 154 217

A Program of Training for Installing Competency-Based Vocational Instruction. Final Report.
ED 152 959

Research and Development Productivity in Educational Organizations. Occasional Paper No. 41.
ED 151 535

Resources in Vocational Education. Volume 11, Number 1.
ED 150 450

The Role of State and Local Advisory Councils in Vocational Education. Occasional Paper No. 36.
ED 151 534

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ED 152 960

Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

An Analysis of the Agricultural Supply Businesses and Services Occupation.
ED 151 526

An Analysis of the Cosmetology Occupation.
ED 151 525

An Analysis of the Institutional and Commercial Housekeeper Occupation.
ED 151 527

An Analysis of the Radio Program Manager Occupation.
ED 151 524

Oklahoma Curriculum Improvement Commission, Oklahoma City.

Business Education in Oklahoma. A Guide for Teachers to Motivate Students toward Improved Business Education.
ED 154 246

Oklahoma State Committee for Business Education, Oklahoma City.

Business Education in Oklahoma. A Guide for Teachers to Motivate Students toward Improved Business Education.
ED 154 246

Oklahoma State Dept. of Education, Oklahoma City.

Book of Ideas in Business Education. Activities and Ideas to Motivate Students toward Improved Business Education.
ED 154 245

Oregon State Dept. of Education, Salem. Career and Vocational Education Section.
Curriculum Guide for Electrical Occupations (First Edition).
ED 150 401
1976 High School Follow-Up System. Summary of Findings.
ED 150 400

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Alternation between Work and Education. A Study of Educational Leave of Absence at Enterprise Level.
ED 154 117

Penasco Independent School District 14, N. Mex.
A Career Implementation Program for a Small Rural School: Penasco, New Mexico. Final Report.
ED 154 208

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Instructional Support Services.
Pennsylvania Career Education State Plan. Working Copy.
ED 154 157

Pennsylvania State Univ., University Park.
Educating for Careers. Policy Issues in a Time of Change.
ED 151 502//
Food Service Curriculum Validation Project. Final Report.
ED 151 561

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.
An Analysis of the Literature to Identify Staff Development Requirements for Practical Nursing Instructors. Vocational-Technical Education Research Report. Health Occupations, Monograph No. 10, Vol. 16, No. 4.
ED 153 072
Coordinated Inservice Activities for Part-Time Adult Vocational Teachers in Pennsylvania. Final Report. Vocational-Technical Education Research Report. Monograph No. 3, Vol. 15, No. 9.
ED 152 958
Leadership Competencies in Vocational Education: Implications for Preservice Education.
ED 154 114
X-Ray Equipment and Protective Devices of Dental Assistant Programs in Pennsylvania Vocational Technical Schools. Vocational-Technical Education Research Report, Health Occupations, Monograph No. 7, Vol. 16, No. 1.
ED 153 054

Platte Technical Community Coll., Columbus, Nebr.
Personnel Development for Entrepreneurs. Final Report.
ED 153 007

Rand Corp., Santa Monica, Calif.
Estimating the Cost of On-the-Job Training in Military Occupations: A Methodology and Pilot Study.
ED 153 067
Government Policies to Induce Efficient Retraining Decisions.
ED 152 955

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An Empirical Study of Decisions Involving Post-Secondary Vocational School Training. Volume I–Executive Summary. Final Report.
ED 154 247
An Empirical Study of Decisions Involving Post-Secondary Vocational School Training. Volume II–Technical Report. Final Report.
ED 154 248

Roseville Area School District 623, Minn.
Career Learning Centers. Career Education Dissemination Project. Implementation Booklet #5.
ED 153 016
Career Related Math Units for General Math 9.
ED 153 029
Community Participation. Career Education Dissemination Project. Implementation Booklet #6.
ED 153 017
Consultation Skills and Shared Decision-Making. Career Education Dissemination Project. Implementation Booklet #1.
ED 153 018
Curriculum Development. Career Education Dissemination Project. Implementation Booklet #2.
ED 153 019
Evaluation. Career Education Dissemination Project. Implementation Booklet #3.
ED 153 020
Home Life Skills: Career Related Junior High Home Economics Courseguide.
ED 153 026
A Model for a School-Community Resource Directory.
ED 153 030
Planning and Management. Career Education Dissemination Project. Implementation Booklet #7.
ED 153 021
Staff Development. Career Education Dissemination Project. Implementation Booklet #4.
ED 153 022
Television Production. A Career Development Unit.
ED 153 031

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
C.I.E. Administrative Handbook.
ED 154 145
C.I.E. Teacher-Coordinator Training Plans.
ED 154 146
Guidelines for Establishing a Vocational Assessment System for the Special Needs Student.
ED 154 186

RJ Associates, Inc., Arlington, Va.
Problems of Women in Apprenticeship.
ED 154 161

Saint Paul Public Schools, Minn.
St. Paul-Minneapolis Exemplary Career Education Project. Final Report.
ED 154 202

Santa Fe. Div. of Vocational Education.
A Career Implementation Program for a Small Rural School: Penasco, New Mexico. Final Report.
ED 154 208

Scioto-Darby City Schools, Hilliard, Ohio.
Vocational Agriculture at Hilliard. A History of the Department of Vocational Agriculture at Hilliard High School from 1919 to 1972.
ED 151 531

Seville Research Corp., Pensacola, Fla.
Some Current Problems in Simulator Design, Testing and Use.
ED 154 242

Somersworth School District, N.H.
Career Exploration and Skills Development: The Community Training Site Method.
ED 152 996

Southeast Community Coll., Lincoln, Nebr.
Auto Mechanics. Competencies for Articulation.
ED 151 563
Carpentry. Competencies for Articulation.
ED 151 564
Office Occupations. Competencies for Articulation.
ED 151 565
Welding. Competencies for Articulation.
ED 151 566

Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Occupational Education Institutions.
Fourth Progress and Information Report of the Vocational-Technical Education Consortium of States. (VOTECS.)
ED 154 109

Southern Illinois Univ., Carbondale. Center for the Study of Crime, Delinquency and Corrections.
Assessment for Vocational Program Needs and Development in Illinois Correctional Institutions.
ED 154 159

Southern Regional Education Board, Atlanta, Ga.
Manpower and Education Needs in Selected Professional Fields. Summaries of Commissioned Reports.
ED 151 567

Springfield Public Schools, Oreg.
Comprehensive Career Education Process in Springfield Public Schools. Final Report.
ED 154 207

Steiger, Fink and Smith, Inc., McLean, Va.
Vocational Preparation for Women: A Critical Analysis.
ED 151 537

Tennessee Univ., Knoxville. Bureau of Educational Research and Service.
Career Education; A Framework for Teamwork. College of Education Monograph Series, No. 8.
ED 153 013

University of Northern Colorado, Greeley.
Effectiveness of an Alternative Delivery System for In-Service Vocational Teacher Education. Final Report.
ED 151 501

University of Northern Colorado, Greeley. Coll. of Education.
An Assessment of Characteristics of Cooperative Agreement between Postsecondary Educational Institutions and Business, Industry, and Labor. Final Report.
ED 151 575
Characteristics of Cooperative Agreements between Postsecondary Institutions and Business, Industry, and Labor. Annotated and Selected Bibliography. Final Report.
ED 151 570
Development of an Instrument to Assess Employer Sponsored Career Development Programs for Sub-Professional Employees. Final Report.
ED 151 571
Employer Sponsored Career Development Programs for Sub-Professional Employees. Annotated and Selected Bibliography. Final Report.
ED 151 573
A Historical and Descriptive Study of Adult Cooperative Vocational Education Programs in Colorado Postsecondary Institutions. Final Report.
ED 151 574
Job Development and Placement Services for Vocational Education Learners in Postsecondary In-

stitutions. Annotated and Selected Bibliography. Final Report.
ED 151 572

Postsecondary Conference on Education/Work. Final Proceedings (Greeley, Colorado, January 25-28, 1977).
ED 151 576

Vocational Technical Education Consortium of States, Atlanta, Ga.

Fourth Progress and Information Report of the Vocational-Technical Education Consortium of States. (VOTECS.)
ED 154 109

Washington Transportation Alliance, Washington, D.C. Institute for Research Utilization.

Independent Living. Emerging Issues in Rehabilitation.
ED 150 409

New Directions in Rehabilitation Outcome Measurement. Emerging Issues in Rehabilitation.
ED 150 410

Sheltered Industrial Employment. Emerging Issues in Rehabilitation.
ED 150 408

Western Kentucky Univ., Bowling Green. Center for Career and Vocational Teacher Education.

An Analytical Research Project to Assess the Impact of Practical Arts Programs in the Commonwealth of Kentucky. Final Report.
ED 151 541

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Proceedings of the VTAE Leadership Conference on Energy Use and Occupational Impacts (Madison, Wisconsin, February 15-16, 1977).
ED 152 993

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

A Follow-Up Study of the Master of Science and Education Specialist Degree Programs in Vocational Education and a Follow-Up System Suitable for an Educational Institution.
ED 154 148

Vocational Counseling Needs of Young Women as Perceived by Working Business and Professional Women. Final Report.
ED 154 154

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

Vocational Evaluators in School Settings: Task Analyses, Certification, Qualification and Status Data. A Research Report.
ED 154 132

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

State-wide Evaluation of the Wisconsin Instant Information System for Students and Counselors.
ED 151 557

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

A Bibliography of Materials for Environmental Education. First Edition, 1978.
ED 151 585

Determining Expressed Inservice Needs of Wisconsin Secondary and Post-Secondary Vocational, Technical, and Adult Education Teachers in Home Economics Related Areas. Final Report.
ED 151 558//

Feasibility Study of Impact of the Proposed National Vocational Education Data Reporting and Accounting System (VEDS) Forms on Reporting Systems for Secondary Vocational Education in Wisconsin. Project Report.
ED 151 553

A Guide to Evaluating CETA Title I Programs.
ED 151 556

Guidelines for Establishment of Work Experience Programs in Wisconsin High Schools.
ED 150 453

Handicapped Persons in Wisconsin's Vocational, Technical, and Adult Education Districts: Assessment of Educational Techniques and Identification of Barriers.
ED 150 454

The Integration of Marketing/Distribution and Hospitality/Recreation Career Exploration Curriculum into Selected Career Exploration Classes, Spring, 1977.
ED 151 555

It's About Time Emotional Disturbance Came Out In the Open!
ED 150 405

Wisconsin: Consumer and Homemaking Programs. Compilation of Program Procedures, Educational Strategies, and Teaching Materials Related to Consumer and Homemaking Disadvantaged Programs in Wisconsin. Final Report.
ED 151 554

Women on Words and Images, Princeton, N. J.

Guidelines for Sex-Fair Vocational Education Materials.
ED 153 015

Women's Bureau (DOL), Washington, D.C.

Employment Needs of Women Offenders: A Program Design.
ED 154 256

SAMPLE PROJECT RESUME

Accession Number

VTP-3113

Title

Dissemination and Service Programs for the Education of Disadvantaged and Handicapped Students.

Project Director

Project Director: Tetzlaff, Mary K.

Organization

Organization: Triton Coll., River Grove, Ill.

Organization Address

Address: 200 5th Avenue, River Grove, Illinois 60171

Funding Period

Funding Period: Start Date 1 Jul 77; End Date 30 Jun 78

Fiscal Year Funding

Fiscal Year Funding: $35,317

Sponsoring Agency

Sponsoring Agency: Illinois State Office of Education, Springfield

Contract or State Control Number

Contract and/or Control No.: RD2-C8-515

Abstract

The overall objective of the project is to establish and utilize a communications network of community colleges for the purpose of sharing and disseminating information to improve the educational experience of disadvantaged and handicapped students. This is a diffusion process which may include demonstration, inservice, and program development. Additionally, Triton College will continue to provide a service program for disadvantaged and handicapped students that will assist with dissemination efforts and will include the components of tutoring, counseling, vocational assessment, and assistance for instructors. To accomplish the above, Triton College will gain support through the Council of Presidents to organize a fall conference on the topic of disadvantaged and handicapped students at Illinois community colleges. Representatives from each community college district will be requested to attend this conference followed by additional conferences or workshops throughout the year. A steering committee will be developed to plan these activities and the project staff will provide for the facilities, information, and general organization. Triton College will also participate in other dissemination activities as developed by DAVTE, other project sites, and through direct consulting assistance to community colleges. Materials available through the project will be an S.O.S. manual for faculty, evaluation process materials, and tips for tutoring. (Sec. 132)

Funding Source

PROJECTS IN PROGRESS

State-Administered Projects

Resumes

The resumes in this section announce ongoing research, exemplary, and curriculum development projects funded under Sections 131, 132, and 133 of the Vocational Education Act of 1963 as revised by the Education Amendments of 1976 (PL 94–482).

The projects are arranged alphabetically, first by state and then by title within each state.

Complete names and addresses are provided for individuals or organizations conducting the project. Addresses of Research Coordinating Units (sponsoring agencies) for each state are listed in the organizational resources section.

VTP-3520

Inservice Training Program for Vocational Educators Serving the Handicapped.
Project Director: O'Shields, Donna
Organization: Gadsden City Schools, Ala.
Address: Gadsden, AL
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Alabama State Dept. of Education, Montgomery

Vocational teachers will be trained in this project to (1) assess the needs of handicapped students in vocational education, (2) develop objectives and instructional priorities for the vocational portion of the individualized education plan (IEP), (3) implement appropriate instructional strategies by making programmatic modifications in curriculum, methodology, and other areas, (4) explain the modified program for handicapped students to parents, administrators, and others, and (5) evaluate the handicapped learner's progress. Five pre-school workshops will be conducted, inservice workshops will be held during the school year to provide additional support, and vocational teachers will meet in monthly IEP sessions. A manual suitable for training other vocational teachers in meeting the needs of handicapped students will be developed. (Sec. 132)

VTP-3521

Occupations Unlimited for Vocational Students.
Project Director: Wilbanks, Tommy
Organization: Northeast Alabama State Junior Coll., Rainsville, Ala.
Address: State Office Building, Montgomery, AL 36130
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Alabama State Dept. of Education, Montgomery

In an effort to improve the math and communications skills of students enrolled in vocational education, aid students in realizing greater success in vocational programs, and improve the social and economic advantages of students enrolled in the program, this project will (1) ascertain the needs of vocational education students through guidance counselors, dean of instruction, dean of students, and individual counseling of students, (2) recruit students for math and communication skills during pre-registration into vocational programs, (3) coordinate communications and math instruction with the programs of vocational instructors, (4) identify objectives and establish time tables for accomplishment, (5) conduct interviews with each student to plan individualized instructional/tutorial programs, and (6) conduct quarterly evaluation of program procedures and student progress. A detailed program description will be developed of the process and the accomplishments. (Sec. 132)

VTP-3522

The Development of Occupational Demand Data for Vocational Program Planning.
Project Director: O'Hara, John
Organization: Florida Department of Commerce, Div. of Employment Security
Address: Tallahassee, FL
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $25,000
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract and/or Control No.: 9-1C11

An employment matrix for Florida, consistent with the United States Bureau of Labor Statistics' national/state matrix program, will be developed in this project to prepare labor market data for the Division of Vocational Education. The matrix will provide a more detailed breakdown of labor market needs which will facilitate the planning process for vocational personnel involved in planning programs to meet the needs of youths and adults in the state. Procedures will include (1) developing occupational demand data for the state and each of the eleven department of administration planning districts, (2) developing a matrix of employment covering 200 industries and 1,200 occupations, and (3) developing projects to 1985 for the eleven planning districts for job openings. (Sec. 131)

VTP-3523

Vocational Reading and Math CBTE Project.
Project Director: Hinley, W. Hugh
Organization: Florida State Univ., Tallahassee
Address: Tallahassee, FL 32306
Funding Period: Start Date 20 Apr 78; End Date 30 Sep 79
Sponsoring Agency: Florida State Dept. of Education, Tallahassee

A competency-based teacher education (CBTE) instructional delivery system will be produced to train vocational teachers to develop the competencies they need to provide reading and math instruction in conjunction with subject-matter teaching. The delivery system will include the following developmental components: (1) assessment criteria for each competency, (2) multi-media learning activities for each competency, (3) a management system for the learning activities, and (4) a diffusion and dissemination delivery system. (Sec. 131)

VTP-3524

Vocational-Technical Education Consortium of States (V-TECS) (Continuation).
Organization: Florida Agricultural and Mechanical Univ., Tallahassee
Address: Tallahassee, FL
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $75,000
Sponsoring Agency: Florida State Dept. of Education, Tallahassee

A catalog of performance objectives, performance guides, and tool/equipment lists for jobs in custom dressmaking, certified laboratory assistant, homemaker, farm equipment-mechanic, and commercial art layout will be developed in this project. The catalogs will be designed to provide valid and accurate descriptions of the skills required for successful job performance in the world of work, enhance program accountability, and provide necessary information for competency-based curriculum development. State-of-the-art studies will be conducted for each catalog and domain reports will be developed. Incumbent workers will be surveyed to unify and verify the tasks performed. Objectives will be developed based on these verified tasks. Each catalog will be field tested and a final, revised version of each catalog will be prepared. (Sec. 133)

VTP-3525

Individualized Business Education Lab.

Organization: Burley School District 151, Idaho
Address: Burley School District 151, Burley, ID
Funding Period: Start Date 1 Aug 78; End Date 30 Jun 79
Fiscal Year Funding: $10,000
Sponsoring Agency: Idaho State Dept. of Education, Boise
Contract and/or Control No.: E30

Phase III of this project is intended to meet the needs of vocational business education students through the expanded development of an individualized business education lab (IBEL). The project will explore (1) methods of presenting word processing instruction on an individualized basis and (2) data entry instruction. Curriculum materials will be purchased, adapted, and developed so that they present the word processing concept on an individualized basis. Existing equipment, purchased in Phases I and II, plus additional equipment requested for Phase III, will be used. The main product of the project will be a thorough summary of recommendations for implementation of similar projects in the state. This will include recommendations for use of carrels, rating of instructional packages, changes to make the IBEL more effective, necessary equipment problems that should be avoided, and other related suggestions that could provide improved office occupations instruction. (Sec. 132)

VTP-3526

Advertising Services: A Suggested Curriculum Guide (Phase II).

Project Director: Wray, Ralph D.
Organization: Illinois State Univ., Normal
Address: Normal, IL 61761
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $10,000
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD3-B9-108

A competency-based teaching guide for advertising services will be developed and an inservice and dissemination session for teachers of marketing and distribution will be conducted in this project. Specific objectives are to (1) identify and obtain learning and resource materials available for advertising services and index the materials according to previously validated competencies and learning activities, (2) develop and duplicate the field test instruments to be used in determining the appropriateness and expected effectiveness of the curriculum guide, (3) identify field test participants, (4) review the field test results and modify the curriculum guide. Five hundred copies of "Advertising Services: A Suggested Curriculum Guide" will be delivered to DAVTE. In addition, consultants in business, marketing, and management occupations will be presented with an overview of the project and asked for their suggestions for implementing the guide in local education agencies. (Sec. 133)

VTP-3527

Competency-Based Curriculum Guide in High School Horticulture.

Project Director: Polaskey, Norman A.
Organization: Bremen Community High School District 228, Midlothian, Ill.
Address: 15233 S. Pulaski Road, Midlothian, IL 60445
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $10,066
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD3-B9-107

A competency-based horticulture guide intended to provide tenth, eleventh, and twelfth grade students with job-entry competencies in the field of ornamental horticulture will be field tested with thirty students to determine the effectiveness of the entire system, including instructional materials, teaching guides, logistics, and management. A follow-up survey of program completers will be conducted to determine if objectives were valid and relevant, and gauge the sytem's long-range effectiveness and usefulness. In addition, the system will be disseminated and workshops provided for interested vocational teachers and personnel. Along with 300 copies of the competency-based guide, twelve copies of a final report will be delivered. (Sec. 133)

VTP-3528

Curriculum Guide: Business Education into the Eighties.

Project Director: Alexander, Wilma Jean
Organization: Illinois State Univ., Normal
Address: Normal, IL 61761
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $26,424
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD1-B9-109

The state curriculum guide, "Business Education for the Seventies," will be revised and developed to (1) reflect the philosophy of business educators in Illinois, (2) reflect the changes in technology which have affected and will affect the business world, e.g., minicomputers and word processing units, (3) present the information in a format which can be updated at regular intervals through the 1980's to reflect changes, and (4) provide a guide which can serve as a basis for equalizing educational opportunities in business education throughout Illinois. The project will disseminate the information to all prospective users of the guide. An advisory committee will be selected to review the materials for the following program areas: clerical and secretarial, data processing, accounting, word processing, and small business administration. A writing committee will work with a liaison editor to develop materials, and revisions will be made according to recommendations from the advisory committee and others. In the spring of 1980, after final revision, regional meetings in the form of one-day seminars will be held to disseminate the materials. Copies of the guide will be made available through the clearinghouse on a cost-recovery basis. (Sec. 131)

VTP-3529

Demonstrate How Schools Are Delivering Vocational Instruction Using Competency-Based Curricular Methods–Phase II.

Project Director: Cobb, Henry R.
Organization: DuPage Educational Service Region, Wheaton, Ill.
Address: 421 N. County Farm Road, Wheaton, IL 60187
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $51,138
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD3-B9-130

The DAVEA Center's competency-based curriculum and learning delivery system has existed for the past three years. The purpose of this funding is to (1) develop for publication a description of the DAVEA Center's Individually Guided Learning System (IGLS) of competency-based vocational education and a transportable model of the same, (2) develop an effective system for diffusing and disseminating the DAVEA Center IGLS, establish the DAVEA Center as a demonstration center for competency-based vocational education, and (3) extend the evaluation and increase the validity of the competency-based system by interviewing a sample of employers to examine their response to the system and the quality of training that the DAVEA Center provides. This evaluation system will also include community members, parents, students, local school personnel, and DAVEA Center staff. A multi-media program (print, slide/tape, and video tape) that may be disseminated to the education community will be created to describe the method of designing and implementing a competency-based curriculum. Staff personnel will also create an individualized package to aid other educators in understanding the concepts of the DAVEA IGLS. This package may also be used to aid, teach, and evaluate visitors as a part of their visit to the demonstration center. (Sec. 133)

VTP-3530

Demonstration Center for Child Care Training.

Project Director: Hutchison, Betty
Organization: Chicago City Colleges, Ill. Wilbur Wright Coll.
Address: 180 North Michigan Avenue, Chicago, IL 60601
Funding Period: Start Date 24 Oct 78; End Date 30 Jun 79
Fiscal Year Funding: $24,997
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD2-C9-211

The project is intended to (1) establish a state-wide resource and communication network between secondary and postsecondary instructors in the vocational fields of child development with special emphasis on serving and involving institutions outside the metropolitan Chicago area, and (2) improve career education in child development by providing information about available resources and holding conferences designed to meet the stated needs of trainers in the field. Using the demonstration center as the focal point of the communication network, project staff will publish a monthly newsletter incorporating information about center material and activities and providing a medium for the exchange of information between newsletter recipients. In addition, project staff will conduct a survey of the resources and expertise available in child care training programs throughout Illinois. As a follow-up of this inventory, project staff will plan and present a two-day working conference designed to meet needs and utilize resources identified by the assessment. A follow-up one-day conference will be held later in the year at a location downstate in Illinois. Upon request, the center will offer information and suggestions about resources on an individual basis or establish contacts between programs which can assist each other. Finally project staff will prepare and publish a resource directory for child care training programs based upon the information the project has acquired from newsletter respondents, the resource assessment, and conference participants. The center will update its materials on a limited basis. (Sec. 132)

VTP-3531

Development and Validation of Standards for Teacher Education in Agriculture.

Project Director: Hemp, PaulSwanson, Burton
Organization: Univ. of Illinois
Address: Urbana, IL 61801
Funding Period: Start Date 1 Feb 79; End Date 30 Jun 79
Fiscal Year Funding: $9,104
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD1-A9-251

Cooperating teachers, teacher educators, and state staff will be involved in identifying, reviewing, and rating standards for teacher education in agriculture. Teacher education staff from the University of Illinois, Illinois State University, Southern Illinois University, and Western Illinois University will be involved. Project activities will include (1) preparing a tentative list of standards from the national list and other sources, (2) securing ratings of standards by cooperating teachers and teacher educators, (3) summarizing and comparing the ratings from the participating institutions and state staff, and (4) meeting with consultants at the four teacher education institutions to prepare the final list of standards. The report will provide recommended standards for teacher education programs in agriculture which will be useful as criterion measures in program evaluation. (Sec. 131)

VTP-3532

Dissemination and Service Programs for the Education of Disadvantaged and Handicapped Students.

Project Director: Binakonsky, Judy
Organization: Triton Coll.
Address: 2000 Fifth Avenue, River Grove, IL 60171
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $61,365
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD2-D9-141

A communications network of community colleges will be established and utilized for sharing and disseminating information to improve the education of handicapped and disadvantaged students. The network will be formed by organizing and disseminating a newsletter to be available to college administrators and others who would like to be on the mailing list. The diffusion process will include onsite visitations and demonstrations, consulting off-campus with educators in other community colleges when requested, organizing state-wide conferences, and otherwise aiding in the program development both at Triton College and other colleges in the state. Inservice workshops will be organized upon request and will involve community college staff and students in awareness and sensitivity exercises and films, information sessions, and sharing concerns. In addition to dissemination activities, some services will be available through this program to help disadvantaged and handicapped students at Triton College to support dissemination activities. This part of the project will include tutoring, counseling, and vocational assessment for disadvantaged and handicapped students and assistance for instructors. "SOS," a manual for faculty, evaluation process materials, and "Tips for Tutoring" will be produced as part of the project. (Sec. 132)

VTP-3533

Handicapped and Disadvantaged Network: Coordination and Diffusion Project.

Project Director: Hackett, BessieBatsche, Catherine
Organization: Ill. State Univ.
Address: Turner Hall, Ill. State University, Normal, IL 61761
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $99,138
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD1-B9-137

State-wide diffusion, inservice, and impact activities related to the Illinois Network of Exemplary Occupational Education Programs for Handicapped and Disadvantaged Students will be implemented and coordinated. This project will bring service to local personnel in terms of material resources and intensive training through conferences and workshops. The project will be coordinated by the DAVTE Steering Committee and will involve program service team members, DAVTE and DSES staff, university liaison staff, and regional directors. Intensive training will be focused on the institutions within the Bloomington-Normal area (BAVC/HS and ISU). (Sec. 131)

VTP-3534

Health Occupations Education Planning Grant.

Project Director: Barr, Jason
Organization: Southern Ill. Univ.
Address: Springfield, IL 62708
Funding Period: Start Date 1 Feb 79; End Date 30 Jun 79
Fiscal Year Funding: $42,913
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD1-A9-258

The master plan for delivery of health occupations training and health teacher training will be developed. In addition, a catalog of health occupations resources and services in Illinois will be produced to update and augment the existing State Board of Education publications, "A Guide for Teachers and Administrators: Health Occupations at the Secondary Level," and "Suggested Guidelines for the Planning of Sequential Programs at the Secondary Level." Activities include (1) using data available from health service areas, the Illinois Hospital Association, the Illinois Health Care Association, and other related organizations and agencies to provide a regional assessment of employment needs and opportunities; (2) assessing the continuing education needs and establishing program characteristics for health technicians and professionals in Illinois; and (3) providing to DAVTE information and documentation to allow identification of new and emerging health occupations, planning for new programs, updating existing course offerings and curriculum to reflect technological advances and new skills, and developing short- and long-range plans for the continuing education of health technicians and professionals. (Sec. 131)

VTP-3535

Illinois Network of Exemplary Occupational Education Programs for Handicapped and Disadvantaged Students.

Project Director: Donoho, Douglas
Organization: Mount Prospect Township High School District 214, Ill.
Address: 799 W. Kensington Road, Mt. Prospect, IL 60056
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $55,691
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD2-D9-144

To provide exemplary occupational education programs for handicapped and disadvantaged students, project staff will (1) conduct state-wide inservice and diffusion activities that are directly related to serving special needs students, teachers, and administrators in occupational education programs; (2) work intensively with selected school districts in the development and improvement of programs, services, and materials directed toward the occupational education of special needs students; (3) provide complete and accurate descriptions of all programs and services designed to meet the needs of handicapped and disadvantaged students in District 214, and disseminate this information to students, parents, staff and the district community; and (4) continue to develop and conduct program and service evaluations to determine the impact of selected programs and services on special needs students and aid in the assessment of the conduct of these programs and services in District 214. In order to accomplish these objectives, (1) a list of inservice activities will be provided that can be conducted by Districts 214 and 204 by June 30, 1978 to suburban school district and local universities; (2) Districts 214 and 204 personnel will conduct inservice activities as requested by surburban school districts and universities on a site-to-site basis during the 1978-79 school year; (3) District 214 personnel will provide presentations at state-wide and professional activities as requested during the 1978-79 school year; (4) Districts 214 and 204 will cooperatively develop twelve brochures on specific subjects in the area of the occupational education of special needs students as supplements to inservice activities; (5) the diffusion center staff will aid in conducting inservice activities in District 214 pertaining to the occupational education of special needs students by providing resource material, presentations, and organizational aid during the 1978-79 school year; (6) the diffusion center will provide materials and staff time to students, parents, and community groups requesting information on special program and services during FY 78; and (7) the diffusion center will provide staff time and materials in the conduct of selected program assessment for FY 78. A diffusion center catalogue of exemplary programs and a newsletter, "Evaluation Data and Process Materials," will be produced. (Sec. 132)

VTP-3536

Illinois Network of Exemplary Occupational Education Programs for Handicapped and Disadvantaged Students.

Project Director: Rakers, Richard
Organization: Springfield School District 186, Ill.
Address: 1900 W. Monroe, Springfield, IL 62704
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $49,168
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD2-D9-149

In order to systematically provide direct services to other districts and create an effective, broader-based program of a state-wide inservice network for effective training or diffusion of materials and programs that have been successful in working with disadvantaged and handicapped students, project staff will (1) provide concentrated efforts in terms of direct services to other interested districts on a one-to-one basis; (2) reorient and redirect the activities of the Springfield site toward a more centralized and unified approach to state-wide inservice and diffusion activities directly related to serving the special needs students, teachers, and administrators in occupational education programs; and (3) continue to develop, demonstrate, and show all materials and concepts developed with other local districts. Activities to accomplish these objectives will include (1) assisting a minimum of five sites in upgrading programs and services for handicapped and disadvantaged students; (2) developing, with the assistance of the ISU project, a program of workshops and conferences with other local districts by providing staff with the knowledge and skills necessary to significantly improve their effectiveness with disadvantaged and handicapped students; (3) developing programs with other districts requesting technical assistance to allow them to adapt and adopt existing site practices and materials; continuing to develop, prepare, and respond to requests for materials and products from other local districts; (4) cooperatively working with the Handicapped and Disadvantaged Coordinator Project and the University Occupational Education Coordinators Council to set up arrangements with universities for local state-wide inservice functions. (Sec. 132)

VTP-3537

Illinois V-TECS Study.

Project Director: Hattwick, Richard
Organization: Western Ill., Univ.
Address: 900 W. Adams, Macomb, IL 61455
Funding Period: Start Date 1 Oct 78; End Date 30 Jun 79
Fiscal Year Funding: $25,201
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD3-A9-189

Illinois will become an active V-TECS catalog-producing state by completing a report of the first V-TECS domain, conducting an occupational survey, beginning the state-of-the-art review for a second domain, and having staff attend V-TECS training and special sessions. Catalog preparation will follow the 1978 V-TECS procedures manual and will include preparation of the state-of-the-art report, preparation of an occupational inventory, delineation of the survey population, location of incumbent workers, preparation of the domain report, and administration of the occupational survey. A final report will be produced. (Sec. 133)

VTP-3538

Implementation and Demonstration of an Exemplary Orientation Program for Home Economics.

Project Director: Severns, Charles W.
Organization: Springfield School District 186, Ill.
Address: 1900 W. Monroe, Springfield, IL 62704
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $23,527
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD2-B9-125

An exemplary orientation program for home economics will be developed, implemented, and demonstrated in this project to provide students with the necessary knowledge and experience to make informed educational and career choices about child care, fabrics, living environment, and hospitality and food services. Project activities include (1) identifying a target population of middle school students to be served by the exemplary orientation program, (2) conducting appropriate inservice and program planning activities for the instructional staff involved in implementing and demonstrating the program, (3) pilot testing the four orientation programs and assessing their effectiveness in terms of meeting student needs, (4) providing for parent, student, and community involvement and input in implementing and assessing the orientation programs, and (5) demonstrating the orientation programs to other instructional and administrative personnel within the district and state. A final report will be delivered. (Sec. 132)

VTP-3539

Implementation of a Model Experience-Based Education Program.

Project Director: Miedema, Donald
Organization: Springfield School District 186, Ill.
Address: 1900 W. Monroe, Springfield, IL 62704
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $27,596
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD2-A9-129

Objectives of this project to implement a model experience-based education (EBE) program are (1) adapt to Grant Middle School the Research for Better Schools (RBE) model developed by the Research for Better Schools, Inc. Educational Laboratory; (2) develop and implement a highly individualized and flexible education program emphasizing career orientation and exploration for students who have been unsuccessful or disruptive in school; (3) recruit, select and enroll a maximum of twenty-five students in such a program, prescribe an individualized program and document each student's success or failure in the EBE program; (4) actively involve community resource persons in the EBE program to enhance the instruction of the students and to promote career awareness and orientation; and (5) mainstream students into other vocational education programs. Project staff will plan and conduct inservice programs for all school staff directly involved in the program and develop (if necessary) and administer evaluative instruments and activities at the appropriate time during the year. (Sec. 132)

VTP-3540

Implementation of Systematic Planning for Comprehensive Programs of Guidance, Counseling, Placement and Follow-Through in Illinois.

Project Director: Slater, J. Marlowe
Organization: Illinois Univ., Urbana Board of Trustees
Address: Urbana, IL 61801
Funding Period: Start Date 15 Sep 78; End Date 30 Jun 79
Fiscal Year Funding: $45,399
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD1-B9-187

To disseminate staff development materials which provide a model for systematically planning comprehensive systems of guidance, counseling, placement, and follow-through and to help educational agencies in Illinois operate comprehensive guidance and counseling programs at maximum efficiency through systematic planning, project staff will (1) reproduce PAGE 2, a previously developed and tested planning model for comprehensive systems of career guidance, (2) disseminate the PAGE 2 planning model to educational institutions and agencies for career guidance staff development activities, (3) train nineteen facilitators in Illinois in the use of the PAGE 2 planning model, (4) assist career guidance center directors in conducting staff development activities in local school districts state-wide to prepare educational and community personnel in Illinois in the use of guidance and counseling planning tools, (5) profile, through a case-study approach, a career guidance planning model in order to demonstrate how planning models can be adapted to fit local school system needs in Illinois, and (6) evaluate the effectiveness of a planning model in a variety of school system settings in Illinois and provide results through a report to be distributed state-wide. (Sec. 131)

VTP-3541

Mini-Grants for Implementing Innovative Programs in Rural Southern Illinois.

Project Director: Rawlinson, Jack
Organization: Little Wabash Area Vocational Center
Address: R.R. #2, Carmi, IL 62821
Funding Period: Start Date 1 Aug 78; End Date 30 Jun 79
Fiscal Year Funding: $31,684
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD2-B9-146

The need to improve rural vocational education programs will be emphasized in this project. Specific objectives are (1) developing and conducting needs assessment survey of districts in DAVTE Regions V and VI to identify occupational education research, developmental curriculum, and inservice needs; (2) developing a process for and then analyzing the results of the needs assessment and identify specific kinds of activities; (3) sponsor, through the Board of Directors of SIOEL, a mini-grant program to aid districts in meeting special problems associated with their rural location; and (4) planning and sponsoring a special conference for rural vocational educators, which will involve dissemination between local vocational educators. (Sec. 132)

VTP-3542

Planning and Development for Vocational Training for Native Americans.

Project Director: Kishner, Martha
Organization: Truman Coll.
Address: 1145 W. Wilson Avenue, Chicago, IL 60640
Funding Period: Start Date 1 Nov 78; End Date 30 Jun 79
Fiscal Year Funding: $27,920
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD2-A9-213

Vocational training needs of Native Americans aged eighteen and older in Illinois will be assessed by using available data and by conducting surveys and interviews. Input from the consortium committee and external consultants will be obtained. A vocational training program and curricula will be designed and developed to meet these needs. The program will be implemented the following fiscal year. A final report will be delivered to DAVTE at the end of the planning phase. (Sec. 132)

VTP-3543

Program Development and Course Offerings in Land Reclamation and Mining Occupations (Continuation).

Project Director: Smith, Dean O.
Organization: Pinckneyville Community High School District 101, Ill.
Address: East Water Street, Pinckneyville, IL 62274
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $52,184
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD1-C9-128

This project will permit the continued development and refinement of the mining-reclamation vocational educational program including, but not limited to (1) refining and re-offering the orientation course first offered during the past school year; (2) offering both an advanced course in reclamation and an advanced course in equipment maintenance and operation; (3) incorporating the findings of DAVTE's miner training survey into the program; (4) sharing results with DAVTE of a similar survey to be conducted locally and restricted to surface mining; (5) continuing contacts to expand industry-government-education cooperation in better preparing students for jobs, developing at least two additional courses for the program, acquiring necessary tools and funding for the continuation of the program, increasing knowledge of land reclamation techniques, publicizing the program as it develops so that other institutions may adopt similar programs in their communities, and assisting in placing graduates in employment in the industry, in related occupations or in post-secondary schools for further training; and (6) incorporating some of the recommendations of DAVTE's evaluation team into the overall program. Products to be delivered include instructional material and a bibliography on reclamation, and brochures of the mining-reclamation program to date. (Sec. 131)

VTP-3544

A Proposed Comprehensive Vocational Education Delivery System in Illinois.

Project Director: Ferratier, Louis A.Sullivan, James
Organization: Southern Illinois Univ., Carbondale
Address: Carbondale, IL 62901
Funding Period: Start Date 18 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $31,128
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD1-B9-157

Data pertinent to the development and operation of state-wide vocational education delivery system in Illinois will be collected, analyzed, and synthesized in this project. A comprehensive search of various sources, such as IOE reports, state and county reports, advisory council reports, and SIU library holdings, will be conducted to accumulate raw data. The raw data will be categorized and grouped according to its influence on the need, development or operation of a comprehensive delivery system. Various statistical treatments will be applied to the raw data utilizing extant DP packages, and the results will be presented in the final report. The final report should serve as a comprehensive reference document to facilitate activites directed toward full implementation of a comprehensive vocational education delivery system and the enactment of any legislative changes. (Sec. 131)

VTP-3545

Standards for Agricultural Occupations Programs in Community Colleges and Metropolitan Schools.

Project Director: Hemp, Paul E.
Organization: Board of Trustees, Univ. of Ill.
Address: 349 Administration Bldg., Urbana, IL 61801
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $15,000
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD1-B9-106

Through the development and implementation of appropriate standards in the evaluation of agricultural occupations programs in Illinois, this project will contribute to the development of quality instruction at the local level by enabling local educational leaders to identify areas needing improvement and by serving as guidelines for the development of new programs. Project objectives are to (1) prepare and publish 200 copies of a validated list of standards for community college programs and metropolitan agriculture programs in secondary schools; (2) develop, pilot test, and implement an implementation package to be used in program evaluation at the local level; (3) develop a workshop program package including handouts, audiovisual material, and implementation procedures using steering committees as consultants; (4) conduct four workshops for teachers, administrators, and advisory council representatives and two workshops for teachers, administrators, and advisory council personnel in Chicago; and (5) identify steps to be followed in Phase II or subsequent phases of this project. Standards which were not accepted in Phase I will be refined and revised, a standard of quality form will be administered to teachers to identify additional acceptable standards, and formal adoption of additional standards will be secured at the IACCAI state conference in October and at the fall meeting of the MAT organization. (Sec. 131)

VTP-3546

Standards for Illinois ABAO Secondary Programs–Phase II.

Project Director: Stitt, Thomas
Organization: Board of Trustees of Southern Ill. Univ.
Address: Carbondale, IL 62901
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $15,000
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD1-B9-103

Through the development and implementation of appropriate standards in the evaluation of agricultural occupations programs in Illinois, this project will contribute to the development of quality instruction at the local level by enabling local educational leaders to identify areas needing improvement and by serving as guidelines for the development of new programs. Project objectives are to (1) develop a workshop packet for implementation of Illinois standards; (2) conduct a state-wide workshop to teach sectional chairpersons to conduct sectional-level workshops; (3) conduct, with the aid of section chairpersons, a series of twenty-five sectional-level workshops to acquaint teachers with standards which have been adopted and their implications for programmatic improvement; (4) formulate a committee to review, revise, and resubmit rejected standards for adoption; (5) promote the use of adopted standards in the review and evaluation process at the local, district, and state level; and (6) determine the program resources needed by Illinois teachers to implement the adopted standards. A steering committee will be developed to oversee the project. (Sec. 131)

VTP-3547

TIPS (To Improve the Probability of Success).

Project Director: Smith, Sarah Elizabeth
Organization: Herrin Community Unit District 4
Address: 700 North 10th Street, Herrin, IL 62948
Funding Period: Start Date 1 Aug 78; End Date 30 Jun 79
Fiscal Year Funding: $72,550
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD2-D9-140

The classroom teacher of handicapped and disadvantaged students will receive assistance in this project, and tangible evidence will be provided that the assistance rendered carries over into the occupational endeavors of participating target students. The project will (1) operate two exemplary sites at widely dispersed locations for the Illinois Network for the Disadvantaged and Handicapped Students, (2) hold staff development sessions and one-day workshops as requested by local education agencies in Region 6 to improve teaching competencies related to handicapped and disadvantaged students in the classroom, (3) conduct further research on classroom management of disadvantaged and handicapped students in the exemplary sites, and where possible, in the LEAs being worked with, (4) produce relative materials useful for the classroom teacher in addition to the Phelp's materials, and (5) produce a text in agriculture to be used for the disadvantaged and handicapped students in the classroom. Procedures will involve developing three types of inservice program for delivery to classroom teachers, securing dates and places for all workshops and inservice sessions including dates for sessions to be held in Herrin and Flora, delivering all workshops requested, executing a follow-up on all previous TIPs target students, initiating and carrying out further research on questioning techniques and sidedness, and assisting in the production of further materials and texts for use by classroom teachers of handicapped or disadvantaged students. (Sec. 132)

VTP-3548

Tri-County Industry-Education-Labor Project.

Project Director: Musgrove, Paul B.
Organization: Tri-County Industry-Education-Labor Council, East Peoria, Ill.
Address: Room 133 B Illinois Central College, East Peoria, IL 61635
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $46,246
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD2-D9-110

To broaden the impact of industry-education-labor collaboration and cooperation, the following activities will be conducted during this project: (1) fund a career/vocational/job information center, (2) conduct a collaborative career education conference, (3) revise and implement vocational areas identified by students, employers, and schools based on community need, (4) conduct a career guidance institute, (5) conduct an area conference/workshop on collaborative career education, (6) conduct inservice workshops, (7) provide construction trades and industry apprenticeship and job training programs, (8) publish a newsletter, (9) conduct seminars, workshops, and forums relating to a collaborative effort by counselors, (10) use the "Education Programs Yellow Page Book," (11) conduct workshops, seminars and forums on technology developments for office occupations, and (12) conduct a feasibility study for an area training center. IOE/DAVTE staff will be consulted in developing the service. Information relating to individualized instruction, open schools, team teaching, and alternative schools will be distributed, and federal and state financed educational programs in the tri-county area will be surveyed and identified. (Sec. 132)

VTP-3549

The Validation and Dissemination of the Career Education System.

Project Director: Wertz, Dean
Organization: State Dept. of Education
Address: Chicago Heights, IL
Funding Period: Start Date 1 Sep 78; End Date 30 Jun 79
Fiscal Year Funding: $53,434
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD2-C9-152

During the final year of this three-year project, the goal is to field test all materials that have been produced and subsequently disseminate these materials on a state-wide basis. Project objectives to accomplish this goal are to (1) utilize a network of six field test sites throughout the state of Illinois; (2) implement a system of inservice programs for the field test sites workshops to collect and compile the field test data; (3) analyze the data collected from the field test sites and prepare final draft for state liaison review; (4) prepare five hundred sets of the career education system for state-wide distribution; (5) establish, with the technical assistance from AVTE, a system of dissemination with the possibility of including workshops at three conferences during the 1978-79 school year; and (6) continue the career education activities which consist of refining the current network of career education building representatives in each local attendance center, conducting inservice activities to aid in the understanding and further development of career education within the cooperative, and continuing the upgrading of the resource center with materials, community resource speakers, and the dissemination of career education information to the teachers and students in the cooperative. (Sec. 132)

VTP-3550

Vocational Project for Handicapped and Disadvantaged Students.

Project Director: Webb, Gerald
Organization: Community Unit School District 7, Edwardsville, Ill.
Address: 708 St. Louis St., Edwardsville, IL 62025
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $67,120
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD2-D9-143

In order to heighten the awareness of and increase the compassion for the special occupational needs of handicapped and disadvantaged by vocational educators, facilitate the training and retraining of vocational educators to meet the challenge of educating special needs students, and increase vocational training and placement opportunities afforded handicapped and disadvantaged persons previously denied due to lack of specially designed services and programs, project staff will (1) develop a system for identifying, planning, and implementing dissemination activities that meet the needs of those involved in the vocational education of handicapped and disadvantged students; (2) plan and implement awareness and adaption and adoption diffusion activities with districts which indicate a desire to upgrade their occupational programs and services for handicapped and disadvantaged students; (3) develop and disseminate materials, techniques, and concepts supportive of the inservice, technical assistance, and diffusion function to districts throughout the state; (4) continue the development and expansion of vocational programs to effectively meet the needs of all handicapped and disadvantaged students; and (5) develop an accountability system and evaluation instruments to provide a means for continuous assessment. This project will employ appropriate professional personnel to plan, direct, coordinate, and manage the dissemination/diffusion program and contract for long and short term agreements to provide services to districts in close geographic proximity or who have similar demographic characteristics to Edwardsville District #7. Project staff will participate in conferences, workshops, exhibits, and other planned programs involving audiences concerned with the vocational education of handicapped and disadvantaged students; provide occupational education to disadvantaged and handicapped students through mainstreaming, special programs, prescriptive education, individualization, and ancillary services; and develop and administer appropriate evaluative instruments and keep accurate records of project activities. (Sec. 132)

VTP-3551

Assessment of Adequacy of Facilities for Secondary Vocational Programs.

Project Director: Munsterman, Richard
Organization: R. E. Research Associates, West Lafayette, Inc.
Address: P.O. Box 2356, West Lafayette, IN 47906
Funding Period: Start Date 1 Mar 78; End Date 31 Aug 79
Fiscal Year Funding: $67,874
Sponsoring Agency: Indiana State Board of Vocational and Technical Education

Guidelines for policy development to provide effective and efficient use of existing and potential facilities for secondary vocational programs will be developed in this project. Also developed will be definitions of secondary facilities' adequacy by vocational programs, description of adequacy by vocational program, identification of strengths and weaknesses in existing secondary vocational facilities, and identification of alternatives about secondary vocational facilities. Procedures will include (1) drawing samples by programs in secondary schools, (2) adapting the State Advisory Council on Vocational Education facilities assessment instrument and pilot testing, (3) collecting data, (4) developing profiles by programs and by schools, (5) comparing and contrasting results to provide definitions and descriptions of program adequacy, (6) evaluating results to identify strengths and weaknesses of existing and potential facilities, and (7) drawing implications and identifying alternatives. Information and data derived from the project will help complete the area vocational program concept, move toward insuring access of all students to at least five vocational programs, provide a foundation for communicating to the public and gaining support of the legislature, serving as a component in the five-year program, and function as a component in state planning and accountability. (Sec. 131)

VTP-3552

Perry County Operational Plan to Implement Performance-Based Vocational Education.

Project Director: Schmitt, WilhelminaWhitaker, Steven
Organization: Perry County Area Vocational Education Program
Address: 13th & Tell Streets, Tell City, IN 47586
Funding Period: Start Date 10 Jul 78; End Date 11 Jun 79
Fiscal Year Funding: $5,924
Sponsoring Agency: Indiana State Board of Vocational and Technical Education, Indianapolis

An operational plan to implement performance-based education in the Perry County area vocational education program will be developed in this project. Project objectives are to (1) identify persons to serve as local resource personnel for other vocational teachers, (2) develop a performance-based format that can be used by all vocational instructors for constructing their own curriculum, and (3) develop an instrument to be used to follow-up graduates and employers regarding curriculum. A pilot approach using one vocational program to serve as a model for the entire local agency will be used and V-TECS catalogs, as well as other resources, will be used. The data collected through the follow-up instrument will be used to develop performance-based curriculum in one area and will provide a systematic approach to be used in developing other vocational disciplines. After implementation, the project staff will review the curriculum and make recommendations based on input from students, advisory committee members, the building principal, and the vocational director. (Sec. 131)

VTP-3553

Developing, Rewriting, and Modifying Competency-Based Instructional Activities for Classroom Utilization.

Project Director: Hoffman, Ken
Organization: Emporia State Univ., Kans.
Address: Emporia, KS 66801
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $5,297
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract and/or Control No.: 79-133-14

This project will result in the production of sixty competency-based instructional units or packets for distributive education classroom usage of the secondary at postsecondary levels. New and existing competency-based instructional activities will be developed, rewritten, and modified for classroom utilization by distributive education coordinators, evaluated by lay and industry leaders, and published for distribution to the distributive education personnel of Kansas. Selected USOE marketing and distributive occupational categories will be utilized in writing competency-based instructional activities and events. Project staff will conduct a writer's workshop with evaluation and review sessions to select activities and events for printing and distribution to Kansas distributive education educators. (Sec. 133)

VTP-3554

Development of Agricultural Supplies and Services Curriculum.

Project Director: Field, Ralph G.
Organization: Kansas State Univ.
Address: Manhattan, KS 66506
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $6,645

Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract and/or Control No.: 79-133-01

A standard curriculum for programs which prepare students for agricultural supply and services will be developed in this project. The curriculum will allow continued industry validation of competencies included in the instructional units. The units will be used as introductory or review materials for specialized postsecondary programs. Project activities will include identifying objectives for selected units of instruction, using a teachers' advisory committee to prepare the instructional materials for each unit, reviewing materials available from other developed curriculum materials, and field testing and revising the prepared units and readying them for printing. (Sec. 133)

VTP-3555

Health Occupations Education.
Project Director: Estes, Eddie
Organization: Southwest Kansas Area Vocational Technical School, Dodge City
Address: Dodge City, KS 67801
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $3,265
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract and/or Control No.: 79-132-06

This project will provide an opportunity for students to explore careers in the health occupations. Participating students will (1) review various careers available in the health field cluster, (2) be provided hands-on experiences as shadows of professionals in the various related vocations, and (3) be enabled to make an informed choice in a career goal whether or not health related by constructing a profile of their personal worker traits as defined in the DOT. Two areas of instruction will be offered: Health Careers I, which will provide an opportunity for comprehensive exploration of all career opportunities in health care and related areas, and Health Careers II, which is highlighted by placing students in health-related areas for further insight into the actual nature of careers of personal interest and by sharing experiences and studying human anatomy, physiology, and medical terminology in the classroom. (Sec. 132)

VTP-3556

Operation of the Kansas Research Coordinating Unit.
Project Director: Vineyard, Ben S.
Organization: Pittsburg State Univ., Kans.
Address: Pittsburg, KS 66762
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $37,691
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract and/or Control No.: 79-131-10

In cooperation with the Vocational Education Administration Section of the Kansas State Department of Education, this project will provide an operational base for the Kansas Research Coordinating Unit. The Research Coordinating Unit will coordinate the activities of selected research programs, exemplary and innovative programs, and curriculum development programs, thus improving and developing vocational programs across the state, and developing curriculum materials. (Sec. 131)

VTP-3557

A Proposal to Develop a State-wide System of Follow-up for Community Junior College Vocational Students.
Project Director: Walbourn, Edwin
Organization: Kansas Association of Community Colleges, Topeka
Address: Topeka, KS 66612
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $30,550
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract and/or Control No.: 79-131-07

To assist in the planning for future program improvements in community colleges and to develop a uniform model system for community college use, this project will (1) determine the extent to which current activities of former students are related to their community junior college programs and goals, (2) assess how community college experiences prepared individuals for employment and further education, (3) determine differences between graduates and others, (4) obtain data regarding student satisfaction with employment or further education, (5) determine the differences of students who leave early and those who complete the program and (6) provide information about types of jobs and placement opportunities afforded female and male program participants. Follow-up systems used in Connecticut, Texas, California, Maryland, Arizona, Florida, and Illinois and those presently being used by each Kansas community junior college will be used in this project to show the outcome of the community college programs on initial placement and over a five-year period. (Sec. 131)

VTP-3558

A Survey of Emerging Vocational Level Jobs in Solar Energy Industries.
Project Director: Ward, Gary
Organization: Pittsburgh State Univ., Kans.
Address: Pittsburgh, KS 66762
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $9,682
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract and/or Control No.: 79-131-08

The major objective of this proposal is to conduct an emerging occupations survey in the solar energy field. The subordinate objective is to relate any identified emerging jobs to the mission and capabilities of vocational education. The identification of emerging occupations will require a slightly different search design than a normal occupational supply and demand survey. An address list will be compiled. A review of the literature, a patent search, and industrial projections will be used to determine the state of the art. A survey will be designed to collect data. The results of the project will be printed and disseminated. By identifying, in numerical quantities, the emerging occupations at the vocational level in solar industries, information for curriculum planning, documentation for budget planning, information for teacher training and inservice training, and counseling information will be obtained. (Sec. 131)

VTP-3559

Updating and Improving Vocational Curriculum Dissemination in Kansas.
Project Director: Ward, Gary
Organization: Pittsburg State Univ., Kans.
Address: Pittsburg, KS 66762
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $67,287
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract and/or Control No.: 79-133-18

In order to update and improve vocational curriculum dissemination in Kansas, this project will (1) continue to develop a functional link between those who produce non-commercial curriculum materials and the vocational educators in Kansas, (2) conduct computer searches for Kansas vocational educators, and (3) develop an inventory of generalized instructional materials for special vocational needs students. These objectives will be achieved by disseminating curriculum materials to Kansas educators, maintaining display centers, mass mailing the curriculum catalog, publishing newsletters for the dissemination center, and conducting workshops to explain the function of the center. Achievement of the objectives should improve vocational training programs in Kansas, increase the availability of quality vocational materials, increase the competence of teachers to select and use instructional materials, and increase the knowledge of the future needs of teachers and programs. (Sec. 133)

VTP-3560

Validation of Instrument and Procedures for Evaluating Local Vocational Education Programs.
Project Director: Field, Ralph
Organization: Kansas State Univ., Manhattan
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $4,411
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract and/or Control No.: 79-131-04

A vocational education advisory committee will be organized to make recommendations for field testing, modifying, and validating an instrument and the procedures for evaluating local vocational education programs. (Sec. 131)

VTP-3561

Adult Consumer Energy Curriculum Development.
Project Director: Weiser, William
Organization: Rochester Public Schools, Minn.
Address: 1926 S.E. 2nd Street, Rochester, MN 55901
Funding Period: Start Date 1 Oct 78; End Date 30 Jun 79
Fiscal Year Funding: $44,000
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract and/or Control No.: 1-C.D.-79

To improve the sensitivity among the general public toward energy conservation, to allow all AVTIs to offer adult consumer education courses, and to increase the visibility of energy concerns among vocational staff, this project will do the following: (1) develop adult consumer energy education curriculum modules to cover subject areas identified by project staff and the advisory committee, (2) assess and further develop the computer heat loss program, (3) provide inservice programs on the modules developed for adult vocational instructors, (4) continue quarterly publication of an energy alert newsletter, (5) evaluate and modify the ten modules developed under the first year's grant, and (6) provide for the reproduction and distribution of additional copies of materials developed during the first year. A survey of adult directors will be conducted to determine energy education needs, the curriculum will be pilot tested with adult classes in metropolitan and rural settings, and the results of local offerings in Minnesota will be monitored. (Sec. 133)

VTP-3562

Division of Vocational-Technical Education Organization Study.

Project Director: Michels and Associates, Inc.
Address: 16400 Holdridge Road, Wayzata, MN 55391
Funding Period: Start Date 11 Jan 79; End Date 30 Jun 79
Fiscal Year Funding: $14,000
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract and/or Control No.: 38406

This two-phased organizational study will assist the management staff of the Division of Vocational-Technical Education in improving individual and organizational effectiveness. Phase I will assess the current managerial environment, identify major areas for improvement, and develop a plan for improved organization structure. Phase II (implementation) will take effect upon approval of Phase I by the managerial staff. If the existing organization and management system is deemed satisfactory, Phase II will not be implemented. A report of the current managerial environment and major areas in need of improvement will be generated during Phase I. A plan will be developed and implemented to remedy any areas of need. (Sec. 131)

VTP-3563

Curriculum for Independent Living.

Project Director: Cilz, Kathy A.
Organization: Grand Forks Public Schools, N. Dak.
Address: Grand Forks, ND 58201
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: North Dakota State Board for Vocational Education, Bismarck
Contract and/or Control No.: RR-81

A curriculum outline for a course in independent living will be developed and distributed to the RCU for state-wide and nationwide dissemination as a result of this project. A task force, composed of North Dakota home economics instructors, will review and evaluate available resources, such as curriculum guides and other educational media, develop a scope and sequence for an independent-living course on a semester and yearly basis and compile and develop curriculum materials which contain ideas for resources and teaching techniques in conjunction with the scope and sequence materials developed earlier. An evaluation method will be used to field test the developed materials during the last nine weeks of the 1978-1979 school year. A study of the results and recommendations for implementation will be presented. (Sec. 133)

VTP-3564

The Development of a Common Program of Study for Office Occupations in North Dakota (Continuation).

Project Director: Skarp, Tom
Organization: Southeast Vocational Center, Oakes, N. Dak.
Address: Oakes, ND 58474
Funding Period: Start Date 1 Oct 78; End Date 30 Jun 79
Fiscal Year Funding: $4,300
Sponsoring Agency: North Dakota State Board for Vocational Education, Bismarck
Contract and/or Control No.: R.R.-64

Project staff will continue to evaluate existing office education manuals which meet the criteria established for curriculum material in North Dakota schools. Specific topics for the second phase of the project will center around office duplicating procedures. Consultants will develop an overall scope and sequence for materials adopted during Phase I and Phase II to provide a matrix on which a common core program can be established. Materials contained in the comprehensive instructional package will be competency-based and performance oriented, and will parallel industry situations. The package includes student materials based on the instructor's manuals, and will be provided to schools along with a final report. The final report will be distributed to other audiences on a national basis. An inservice workshop for all state instructors will be held in August 1979. (Sec. 133)

VTP-3565

Identification and Determination of the Needs of Displaced Homemakers in North Dakota (Phase II).

Project Director: Bjork, Del
Organization: Minot Public Schools, N. Dak.
Address: Minot, ND
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $6,825
Sponsoring Agency: North Dakota State Board for Vocational Education, Bismarck
Contract and/or Control No.: RR-73-B

By using an instrument developed under a previous grant, project staff will conduct a survey to determine the number of full-time homemakers who are now without a source of income, determine the place of residence for the identified displaced homemakers, determine assistance needed to help them, and assess the financial needs and job training necessary to make displaced homemakers employable. The survey will be conducted on a state-wide basis using a random sampling technique. Project staff will provide a final report, containing data on the number and demographic variables of displaced homemaker, to the State Board for Vocational Education and other state agencies and will formulate a plan for implementing a program of instruction for displaced homemakers in North Dakota. (Sec. 131)

VTP-3566

Competency Documentation Desired by Employers.

Project Director: Frazier, Don
Organization: State Dept. of Vocational and Technical Education
Address: 1515 West 6th Avenue, Stillwater, OK 74074
Funding Period: Start Date 1 Nov 78; End Date 31 Jan 79
Fiscal Year Funding: $4,517
Sponsoring Agency: Oklahoma State Dept. of Vocational and Technical Education, Stillwater
Contract and/or Control No.: 1003

A model credential which can be used by all schools in Oklahoma offering vocational training programs in carpentry and banking will be designed in this project. Objectives are to identify the extent of documentation of vocational skills desired by the interviewing employer from prospective applicants and to identify commonalities of documentation needs between the two diverse industries of carpentry and banking. A random sample of firms, stratified by firm size, will be selected from the banking and residential construction industries in Oklahoma. Personal interviews will be conducted with staff in the selected firms who are directly responsible for hiring. Questions will relate to the format and level of sophistication of documentation desired from the training institutions on job skills, interpersonal skills, and related data. Analyses will be made within each industry and between industries. (Sec. 131)

VTP-3567

A Survey of Nurse Training Needs in Oklahoma Health Care Institutions.

Project Director: Frazier, Don
Organization: State Dept. of Vocational and Technical Education
Address: 1515 West 6th Avenue, Stillwater, OK 74074
Funding Period: Start Date 15 Oct 78; End Date 28 Feb 79
Fiscal Year Funding: $3,810
Sponsoring Agency: Oklahoma State Dept. of Vocational and Technical Education, Stillwater
Contract and/or Control No.: 1004

To obtain data for long-range planning of vocational health care programs, this project will identify anticipated staffing patterns and nursing needs of the health services community as expressed by administrators of health care facilities and directors of nursing services in health care facilities. The data will include the levels of training required for specific tasks; the academic and clinical training needed; the present and projected future staffing patterns of aides, practical nurses, and the various levels of registered nurses; orientation and inservice practices; and critical training needs. A random sample of licensed hospitals, rest homes, nursing homes, intermediate care facilities, and specialized homes in Oklahoma will be used. Data collection will be conducted through structured personal interviews and opinionnaires. The data will be descriptively analyzed within administrator and nursing home director groups. A coefficient of concordance test will be used to indicate the amount of agreement between the two groups. (Sec. 131)

VTP-3568

Developmental and Organizational Materials for the Health Occupations Students of American (HOSA) Vocational Student Organization.

Project Director: Iwler, Irvin H.
Organization: Univ. of Pittsburgh
Address: 4M38 Forbes Quadrangle, Pittsburgh, PA 15260
Funding Period: Start Date 15 Mar 79; End Date 30 Jun 79
Fiscal Year Funding: $4,937
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 93-9013

New bylaws, constitution and operating guidelines for the Health Occupations Students of American (HOSA) will be developed. This recognized national student organization is designed to develop physical, mental, and social well-being of the individual; leadership, character, and citizenship; and ethical practices and respect for the dignity of work. The primary project activities are (1) to identify, review, and evaluate existing materials, (2) develop needed additional materials, and (3) acquaint prospective student organization leaders with the bylaws and constitution. In addition to the final report, copies of the bylaws, constitution, and operating guidelines will be produced. (Sec. 133)

VTP-3569

The Establishment of a Coordinated Cooperative Education Concept in Schuylkill County.

Project Director: Taylor, Ray L.
Organization: Schuylkill County Area Vocational Technical School, Pottsville, Pa.
Address: 420 North Centre Street, Pottsville, PA 17901
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 84-8815

A cooperative educational program, staffed with the necessary personnel to meet the needs of Planning Unit #29, will be designed and implemented under this project. A cooperative educational management system will be designed to coordinate the efforts of all work-release programs in Schuylkill County and a county-wide industrial survey data collection system will be updated in order to identify the county's employment needs. The coordinated cooperative education program will be implemented in the vocational school and the twelve school districts in the county and then evaluated. (Sec. 132)

VTP-3570

The Establishment of a Coordinated Cooperative Education Program in Clearfield County.

Project Director: Eisentrout, Charles
Organization: Clearfield County Area Vocational-Technical School, Pa.
Address: Clearfield County, AVTS, R.R. #1, Box 5, Clearfield, PA 16830
Funding Period: Start Date 1 Sep 78; End Date 30 Jun 79
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 84-8825

The purpose of this project is to plan, design, and implement a coordinated cooperative program based on the Blair County model. A needs assessment of the five Clearfield County districts' cooperative vocational programs will be conducted. In addition, a formative and summative evaluation design will be employed to provide feedback information on the program. The main component of the program is a centralized management and data collection system. This project should help to develop training opportunities for persons in sparsely populated areas and individuals migrating from farms to urban areas. (Sec. 132)

VTP-3571

An Evaluation of the SUN AVTS Twelfth Year Program.

Project Director: Lutz, John E.
Organization: Central Susquehanna Intermediate Unit 16, Lewisburg, Pa.
Address: P.O. Box 213, Lewisburg, PA 17837
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 83-8806

In order to obtain data to be used to make programmatic decisions, a pre- and posttest control group design will be used to determine if students who are enrolled in the twelfth year programs of the SUN AVTS have different attitudes and social adjustment and better skills and trade knowledge than eleventh and twelfth grade students not enrolled in the program. This project will make vocational education available to presently underserved segments of the school population: handicapped, terminal, and college preparatory students and potential dropouts. (Sec. 131)

VTP-3572

An Exploratory Study of the Political Socialization of Politically Active Home Economists.

Project Director: Ley, Connie J.
Organization: Pennsylvania State Univ., University Park
Address: Rackley Building, University Park, PA 16802
Funding Period: Start Date 15 Nov 78; End Date 30 Jun 79
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 83-8808

Data collected in this project from two groups of home economists will be used to discover patterns of political socialization associated with politically active home economists. Data collection packets will be mailed to one group identified as politically active and to a second group selected at random from the membership records of the American Home Economics Association. The packets will contain sixty items for a political socialization Q-sort, a sorting table, a background information sheet, and a letter of explanation and invitation. The data will be used in testing hypotheses to determine whether the home economists identified as politically active are actually a significantly different group. It is expected that this research will provide insight into ways colleges and universities can produce politically astute home economists able to make valuable contributions to the field of vocational education because they can impact on legislation as it is developed and implemented. A final report of the project will be delivered. (Sec. 131)

VTP-3573

Male Enrollment in Home Economics Programs in the Public Secondary Schools in Pennsylvania.

Project Director: Lamason, Carolyn S.
Organization: Mechanicsburg Area School District, Pa.
Address: South Broad Street, Mechanicsburg, PA 17055
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 83-9002

Data will be collected in this project in order to (1) compare the male enrollment in home economics classes in communities of different sizes, (2) compare male enrollment in comprehensive home economics programs with specialized programs, (3) compare male enrollment in vocational home economics programs with nonvocational programs, and (4) compare male enrollment in the five home economics subject matter areas. Profile data will also be compiled on the secondary home economics teacher's age, sex, years of teaching experience, academic degree, and marital status. A review of the literature will be conducted to explore the extent of knowledge to each of the above data components. Pennsylvania public school superintendents will be mailed a questionnaire; the data collected will be coded and computer analyzed. Project newsletters will be produced. (Sec. 131)

VTP-3574

Metrics Measurement Program.

Project Director: Clark, Daniel A.
Organization: Altoona Area Vocational Technical School, Pa.
Address: Altoona, PA 16603
Funding Period: Start Date 1 Sep 78; End Date 30 Jun 79
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 84-8814

Teaching staff will be provided with a working knowledge of the metric system as it applies to their individual laboratory through the use of a metric instructional package developed by the National Center for Research in Vocational Education at The Ohio State University. Specific objectives are to (1) provide a two-day inservice workshop for vocational teachers to orient them to metrics, acquaint them with The Ohio State University metric materials, and provide training on using metrics in the classroom; (2) develop metric instructional packages for each vocational program; and (3) provide classroom instruction to assist students in obtaining an acceptable level of performance in metric measurement. A staff person will provide leadership at the local level and will plan the local workshop, provide assistance to teachers during implementation, and collect data for reporting the impact of the project. (Sec. 132)

VTP-3575

Modified Vocational Education Program for Students with Special Needs.

Project Director: Brown, Robert G.
Organization: Mercer County AVTS
Address: P.O. Box 152, Mercer, PA 16137
Funding Period: Start Date 1 Jan 79; End Date 30 Jun 79
Fiscal Year Funding: $8,800
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 93-9004

Handicapped senior high school students preparing to enter the work force will participate in a one-year high-intensity vocational training program at the Mercer County AVTS. They will be involved in a variety of shops according to the skill competencies outlined in their IEPs. (Sec. 133)

VTP-3576

Production of Radio and Television Announcements on the Promotion of Nontraditional Vocational Education.

Project Director: Kanter, RonArenson, Ellen
Organization: Ron Kanter Film Productions
Address: 606 South 10th Street, Philadelphia, PA 19147
Funding Period: Start Date 1 Mar 79; End Date 15 Jun 79
Fiscal Year Funding: $25,549
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 93-9012

Five thirty-second videotapes and five thirty-second audiotapes will be produced to publicize the role of vocational education. These tapes will be targeted to upper elementary and secondary students, adults, and employers. Their primary purpose is to (1) change attitudes and stimulate individual support for equal opportunity in vocational education, (2) publicize nontraditional vocations, and (3) demonstrate that individuals should make choices based on their abilities and talents and not on sex-role stereotypes and expectations. All five of the radio and two of the television public service announcements also will be produced in Spanish. Three of the television announcements will be adapted for the hard of hearing. Copies of the audiotapes and videotapes will be sent to the radio and television stations in Pennsylvania. (Sec. 133)

VTP-3577

Rewrite of Competency-Based Competitive Events for DECA.
Project Director: Hirshfeld, Marvin
Organization: Temple Univ.
Address: 287 Ritter Addition, Philadelphia, PA 19122
Funding Period: Start Date 2 Jan 79; End Date 30 Jun 79
Fiscal Year Funding: $8,802
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 93-9005

In order to rewrite competency-based competitive events for DECA, project staff will (1) review and revise approximately 500 competency-based evaluation activities in seven USOE code areas, (2) review the guidelines for writing competitive events as developed by national DECA so that the revised activities will conform to the national guidelines, (3) review the current competency list for the seven areas in order to eliminate events where the competency is no longer listed, and (4) validate the revised events to determine if they conform to industry standards. A camera-ready copy of each event will be prepared. Activities developed will be used at local, regional, and state career development conferences. (Sec. 133)

VTP-3578

Task Level Articulation in Welding between the Community College of Allegheny County and Parkway West Technical School.
Project Director: Whitworth, L. L.
Organization: Allegheny County Community Coll., Pittsburgh, Pa.
Address: 1130 Perry Highway, Pittsburgh, PA 15237
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 84-8820

Objectives of this project are to (1) produce task-level articulation based upon the development of competency-based programming between the welding courses of study of Parkway West AVTS and the Community College of Allegheny County; and (2) inform other two-year postsecondary institutions in Pennsylvania of the progress and results of this project and share the articulated welding course of study with interested institutions. Project staff will (1) conduct task analyses among welding employers and welders in western Pennsylvania to determine tasks required in performance of the job duties; (2) using performance objectives, measures and performance guides for combination welding in the V-TECS catalog as a foundation, make required modifications and select those that are appropriate to the needs of the local western Pennsylvania welding employers; (3) develop additional performance objectives, criterion-referenced measures and performance guides required by regional needs of industry; (4) develop suitable evaluation criteria for each task meeting industry standards; and (5) develop a detailed course of study for the college welding program to make it accurate as competency-based programming; (6) review the already constructed competency-based course of study for Parkway West's welding/metal fabrication program to determine the alterations in tasks and duties required as a result of the task analysis conducted as part of this project; and (7) study the two schools' course of study to determine the hierarchy of tasks and organize them to make the two-year welding/metal fabricating program at Parkway West directly equivalent in competency development to Welding I and II in the Community College program. (Sec. 132)

VTP-3579

Teacher Inservice Workshop for Metric Measurement.
Project Director: Stromberg, Robert P.
Organization: Smethport Area Vocational Technical School, Pa.
Address: 119 Mechanic Street, Smethport, PA 16749
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 84-8821

Teaching staff will be provided with a working knowledge of the metric system as it applies to their individual laboratory through the use of a metric instructional package developed by the National Center for Research in Vocational Education at The Ohio State University. Specific objectives are to (1) provide a two-day inservice workshop for vocational teachers to orient them to metrics, acquaint them with The Ohio State University metric materials, and provide training on using metrics in the classroom; (2) develop metric instructional packages for each vocational program; and (3) provide classroom instruction to assist students in obtaining an acceptable level of performance in metric measurement. A staff person will provide leadership at the local level and will plan the local workshop, provide assistance to teachers during implementation, and collect data for reporting the impact of the project. (Sec. 132)

VTP-3580

Vocational Education Resources Diffusion.
Project Director: Keyes, Erma D.
Organization: Millersville State Coll., Pa.
Address: Millersville, PA 17551
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 85-8802

Using the V-TECS Diffusion Plan for Pennsylvania as a starting point in promoting diffusion activites to other resources already developed, this project is intended to (1) facilitate the use of V-TECS materials by vocational educators in local schools, (2) facilitate the use of other recommended vocational education resources by local practitioners, and (3) demonstrate that structured diffusion of vocational education resources fosters their use and reduces product development costs. The project has developed a variety of resources which will be evaluated for appropriateness as instruction tools in vocational education programs. Results of V-TECS diffusion efforts will be studied to determine how training materials and sessions can be made more effective, both for V-TECS and other resources. Depending on these results, the original diffusion plan may be revised and extended. (133)

VTP-3581

V-TECS Catalog Development: Medical Secretary.
Project Director: Smith, Curvin C.
Organization: Associated Educational Consultants, Inc.
Address: McKnight & Pine Creek Rds., P.O. Box 15073, Pittsburgh, PA 15237
Funding Period: Start Date 5 Mar 79; End Date 30 Jun 79
Fiscal Year Funding: $15,494
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 93-9014

Valid curriculum materials for vocational education programs for the occupation of medical secretary will be developed in this project. A catalog of performance objectives and guides, including a tools and equipment list, will be submitted to the state technical coordinator and will adhere to the detailed instructions provided by the V-TECS staff. Specifically, procedures will include: (1) personnel development, including intensive training to effectively use the data from the task analysis system, (2) the domain study for catalog development, which will encompass the broad instructional area, (3) computer analysis of incumbent worker survey, (4) preparation of the field review version of the catalog, and (5) final preparation of the catalog. A state-of-the-art study for the medical secretary occupation will be delivered. (Sec. 133)

VTP-3582

An Articulation Program between the Marlboro Vocational School and the Chesterfield-Marlboro Technical College.
Project Director: Rentz, William D.
Organization: Marlboro Area Vocational Center, Bennetsville, S.C.
Address: Rutledge Office Building, 1429 Senate Street, Columbia, SC 29512
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: South Carolina State Dept. of Education, Columbia

Under this project, the Marlboro Vocational School and the Chesterfield-Marlboro Technical College will work together to develop a means of comparing the present demands and results of their training and a system and materials which will facilitate the awarding of course credit for students at the vocational center who wish to continue their vocational training at the technical college. Specific objectives are to (1) compare the curriculum in six programs with V-TECS curriculum guides, (2) compare and revise or resequence the curriculum of the two schools to agree with the V-TECS objectives, (3) develop a joint articulation process for each of the six areas which will outline each step to be completed and each competency to be mastered before advanced credit can be given, (4) develop a performance profile for each of the six instructional areas to provide a basis for the entitlement of advanced credit, (5) develop a plan for the exchange of information for advanced placement and follow-up, and (6) develop a basic research plan to gather and disseminate the information necessary to improve and revise or reorganize the basic articulation in each area. An individual packet will be prepared for each of the six vocational areas; each packet will provide the applications, forms, and processes necessary for a student to receive advanced placement in that area. Specified materials will be delivered as ten packets for each of the six areas. (Sec. 131)

VTP-3583

Employer Needs Assessment for Anderson, Oconee, and Pickens County.

Project Director: Teal, Carolyn H.
Organization: Tri-County Technical Coll., Pendleton, S.C.
Address: P.O. Box 587, Pendleton, SC 29670
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: South Carolina State Dept. of Education, Columbia

In order to collect quantitative data on the competency training needs of county-area businesses and industries, the project will (1) develop a needs assessment model to assess the training needs of the employers in a rural area of South Carolina in fiscal year 1979, (2) develop and implement a needs assessment instrument that will provide specific information on employer training needs over a five-year period in the tri-county area, (3) evaluate the data results, and (4) report on the findings and procedures used. A survey will be conducted by mail and a follow-up will be conducted through personal interviews by trained personnel. (Sec. 131)

VTP-3584

Career Competency Program.

Project Director: Ritenour, Carl
Organization: Huron School District 2-2, S. Dak.
Address: Huron, SD
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $109,000
Sponsoring Agency: South Dakota State Dept. of Education and Cultural Affairs, Pierre

In order to provide students with better information upon which to base career decisions, project staff will (1) provide career education inservice training to approximately thirty K-12 South Dakota school districts, and encourage implementation of career education into the local school curriculum; (2) disseminate career education materials state-wide on a checkout basis; and (3) assist colleges and universities in infusing career education into teacher, counselor, and administrator education programs. The inservice and technical assistance will be provided by FTE's to LEA's and colleges and universities. Activity packets and examples of available materials will be utilized. LEA career education plans for grades K-12 will be produced as part of the project. (Sec. 132)

VTP-3585

Counselor Renewal Program.

Project Director: Pease, Dorothy M.
Organization: Nashville - Davidson County Metropolitan Public Schools, Tenn.
Address: Nashville, TN
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Sponsoring Agency: Tennessee State Dept. of Education, Nashville

Two two-day workshops will be held during this project involving junior and senior high school guidance counselors and principals. Objectives are to (1) provide counselors with a thorough orientation to vocational education, (2) give counselors an understanding of career education, and (3) define a comprehensive placement program. As a follow-up to the conference, counselor participants will develop one or more products or plans to be implemented in the local school setting. Pre- and posttests will be used to evaluate the information level of participants as it relates to the objectives, and all conference activities used to develop the three objectives will be rated. (Sec. 132)

VTP-3586

An Exemplary Project to Design and Implement a Guidance and Placement Program at Heritage Comprehensive High School and the Blount Occupational Education Center.

Project Director: Goins, J. L.
Organization: Blount County Schools, Maryville, Tenn.
Address: Maryville, TN
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Sponsoring Agency: Tennessee State Dept. of Education, Nashville

This exemplary program is expected to provide a format and procedures that other systems can use in implementing a county-wide vocational assessment guidance and placement program. Project objectives are to (1) develop and implement effective counseling and placement programs for vocational high school students in the nine schools in Blount County, (2) create occupational awareness programs for elementary schools, (3) develop occupational exploratory courses for ninth grade students, and (4) develop a student assessment program to assist students in enrolling in courses most closely related to their abilities and aptitudes. The counseling and placement programs to be implemented will help ensure proper student placement in vocational education programs and provide personal and individual assistance to students seeking employment and additional training after high school. The guidance counselors will be provided with re-training, up-to-date experiences. The vocational director and the guidance and placement coordinator will work with the counselors, school boards, advisory committees, employers, students, and the general public to help carry out project objectives. Materials which will be produced for possible use by other systems include an occupational information handbook, placement brochures, a training sponsor handbook, and an on-the-job handbook for students. (Sec. 132)

VTP-3587

Project SAVE. An Articulated Guidance and Placement Program for Handicapped Youth.

Project Director: Miller. E. C.
Organization: Nashville - Davidson County Metropolitan Public Schools, Tenn.
Address: Nashville, TN
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Sponsoring Agency: Tennessee State Dept. of Education, Nashville

Procedures which will provide low-cost information on a handicapped student's job skills will be developed in this project. Operating from a mobile vocational evaluation center, part-time testers will administer the SAVE evaluation to 100 students entering the VAP program in the ninth and tenth grade to determine areas of vocational strengths and weaknesses. Test results will be used to help place VAP youngsters in the regular vocational program and, subsequently, to make job placements. A manual describing the procedures and instruments used or developed will be produced and included as part of the final report. The manual will be developed in such a way that other school systems will be able to use it. Workshops will also be developed. (Sec. 132)

VTP-3588

Bilingual Education for Occupational Research and Evaluation.

Project Director: Powell, Bill
Organization: South Plains Coll., Levelland, Tex.
Address: Levelland, TX 79336
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $53,422
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 89230150

Training or retraining in which instruction will be presented in both English and Spanish by bilingual instructional teams will be conducted as part of a program designed to prepare individuals of limited English-speaking ability for gainful employment as skilled workers, technicians, or paraprofessionals in recognized occupations or in new and emerging occupations. The total program will include career guidance and counseling and social and support services as well as innovative training for employment. A pilot group of fifteen students will be selected. The aid of governmental agencies will be solicited in identifying critical assistance areas and in implementing a program of maximum effectiveness. Individuals will then be channeled through an educational career track of their choice. The proposer institution anticipates that the results of this endeavor will increase the social stability of the trainees, increase their rate of financial compensation for their employment hours, and increase their opportunities for social assimilation while allowing participants to retain beneficial cultural distinctions. (Sec. 132)

VTP-3589

Central Job Placement.

Project Director: McLendon, B. L.
Organization: Houston Independent School District, Tex.
Address: Houston, TX
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $43,167
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 999230138

The objectives of this project are to create a central job placement center and to house, within the area, representatives from the Houston Independent School District, the Houston Community College, and the Texas Employment Commission and a military service advisor. Through the efforts of this central office, job information will be secured from the Texas Employment Commission, the military apprenticeship programs, CETA, the Texas Rehabilitation Commission, the Texas Department of Mental Health and Mental Retardation and proprietary schools. The data will be released to all schools within the Houston SMSA area. This will unify the efforts of school placement personnel within the area and simplify the maintenance and redirection of training courses. The central job placement office will serve the Houston Independent School District, the Houston Community College, and the surrounding schools within the Houston SMSA. Data on the input, dissemination, and follow-up of the job information received will be distributed. (Sec. 132)

VTP-3590

An Exemplary Program and Training System for Linking Vocational Education with CETA Youth Programs in Texas.

Project Director: Abernathy, Lewis M.
Organization: North Texas State Univ., Denton
Address: Denton, TX 76202
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $49,700
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 89230140

The intent of this exemplary project is to design and deliver vocational education-linked CETA services for disadvantaged youth fourteen or twenty-one years of age. The project will be conducted in four phases. Phase I will involve a planning conference to conduct a needs assessment, identify resource persons (key vocational educators and CETA youth program operators in three urban and two balance-of-state manpower programs in Texas) and materials, and select areas for project participation. Phase II will consist of the development of training guides, process models, and curriculum materials to be used in Phase III which involves conducting five on-site training seminars in which local educators and manpower professionals will begin initial drafts of local implementation plans. During Phase IV, implementation plans for linking vocational education and CETA youth programs in the local areas will be refined, the project will be evaluated, and a final report will be produced. A training guide, process model, and implementation plan for each of the five participating areas will be included in the final report. The training guides, process models, and implementation plans will be adaptable and transferrable state-wide to other vocational education and CETA youth programs with similar geographic and demographic characteristics. Project experiences and results will be disseminated through the World of Work Economic Education Newsletter to 20,000 educators and manpower professionals across the nation. (Sec. 132)

VTP-3591

Exemplary Program for Recruitment of Persons into Non-Traditional Careers.

Project Director: Derryberry, Carla S.
Organization: Houston Community Coll. System, Tex.
Address: Houston, TX 77007
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $43,633
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 99230138

The objectives of this exemplary project are to (1) conduct a study in area schools and businesses to determine the barriers to hiring a person in an area which is non-traditional for the sex, (2) make recommendations to reduce the barriers and implement the recommendations in HCCS courses to encourage men and women to enter non-traditional career training programs, and (3) conduct recruitment efforts to increase the entrance of men and women into HCCS vocational and technical courses by ten percent. A pamphlet which presents the research and recommendations will be published and disseminated primarily through workshops but will also be available upon request. (Sec. 132)

VTP-3592

Feasibility Study and Development of a Program to Train Visually Impaired Students in Computer Programming.

Project Director: Stehling, Al
Organization: San Antonio Coll., Tex.
Address: San Antonio, TX 78284
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $22,361
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 99230139

A feasibility study will be conducted to determine the employment opportunities in computer programming for visually impaired persons and the type of training these individuals would require. The results of this study will be used to develop a program to train visually impaired students in computer programming. The program will then be implemented, if feasible, at San Antonio College. (Sec. 132)

VTP-3593

Health Occupations Survey Course.

Project Director: McVay, Gene
Organization: Elgin Independent School District, Tex.
Address: Elgin, TX 78621
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $25,589
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 89230124

The objectives of the program are to (1) develop and present a year-long survey course of health care occupations to secondary students, (2) identify a group of twenty secondary students with an interest in entering health care, (3) increase the knowledge of project participants of educational requirements and job characteristics of various health care occupations, and (4) decrease the students' sex stereotyping of health care occupations. The course, taught by a registered nurse, will consist of lectures, field trips, demonstration by health care practitioners, and job counseling. Students will be tested at the beginning and end of the year of their knowledge of requirements and characteristics of various health care occupations. A curriculum guide and a notebook of descriptions of health care occupations will be produced and made available to nearby school districts without cost, to the Education Service Center, Region XIII, and to other educational agencies upon request for the cost of duplication. (Sec. 132)

VTP-3594

Horticulture Exploration for Youth and Adults.

Project Director: Todd, Gayle
Organization: Bryan Independent School District, Tex.
Address: Bryan, TX 77801
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $3,251
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 89230145

Young people and adults participating in this two-week career exploration program will be given an overview of the field of horticulture. Learning activities will involve techniques in planning, planting, propagating, maintaining, and displaying plants. Career exploration and individualization activities, such as field trips, individual projects, and slide presentations will be provided. The course will be offered four times during the summer, and will use greenhouse facilities, equipment, and personnel which are used during the school year in a horticulture VEH program (handicapped students only). A final report describing procedures used and an evaluation of the programs's potential for other applicants will be developed. (Sec. 132)

VTP-3595

Houston Community College System Health Care Assistant, an Innovative Program.

Project Director: Derryberry, Carla
Organization: Houston Community Coll. System, Tex.
Address: Houston, TX 77007
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $48,647
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 89230134

In order to provide personnel for vital but non-professional jobs in hospitals, this project will recruit CETA clients into an approximately sixteen-week program of daily training by registered nurses. Training will include the areas of patient mobility, laboratory dispensing, hospital medical vocabulary, personal grooming, and motivation. Project goals are to (1) have sixty HCCS-trained health-care assistants employed in local hospitals by September 1979 and (2) make the Health Care Assistant program fully operational through regular funding sources by the project's end. A comprehensive final report describing the procedures used in implementing the program will be developed and disseminated. (Sec. 132)

VTP-3596

Increasing Occupational Awareness in Middle School Students of Limited English-Speaking Ability.

Project Director: Estes, Dwain M.
Organization: Education Service Center Region 20, San Antonio, Tex.
Address: San Antonio, TX 78209
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $49,227
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 89230151

Project staff will conduct a survey of existing research and materials and then develop a Comprehensive Occupational Awareness Training Module to train three-member counselor and teacher teams in developing and implementing individualized occupational awareness program plans. Project staff will then train a minimum of fifteen teams to develop and implement individualized occupational awareness program plans and provide technical assistance to the teams in implementation. (Sec. 132)

VTP-3597

Jobs = Education and Basic Skills (J = EBS).

Project Director: Horton, Jim
Organization: Dallas County Community Coll. District, Tex.
Address: Dallas, TX 75211
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79

Fiscal Year Funding: $48,526
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 89230058

This project will serve as a model to indicate how a postsecondary institution in a large urban area can provide high-quality vocational education programs off-campus to a high concentration of economically disadvantaged individuals, unskilled workers, and unemployed individuals. One hundred unemployed youths will be provided with (1) training in basic communication and math skills, (2) training in areas such as clerical, nurse's aide, and retail sales cashier, and (3) personal counseling on ways to increase employability. Job placement will then be provided for seventy-five percent of the participants. The course will be taught off-campus in the area of the West Dallas Housing Project. (Sec. 132)

VTP-3598

Law Enforcement and Criminal Justice.
Project Director: McLendon, B. L.
Organization: Houston Independent School District, Tex.
Address: Houston, TX 77027
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $50,222
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 89230127

To prepare young people in the Houston Independent School District for a career in law enforcement, project staff will assemble appropriate staff and develop instructional materials for (1) a course for tenth grade students which will provide the students an opportunity to explore and receive an overview and understanding of the Public Service Cluster of occupations with special emphasis on law enforcement and criminal justice procedures, (2) a course for eleventh grade students which will provide the students with technical knowledge and an opportunity to develop skills prior to serving an internship during their senior years. (Sec. 132)

VTP-3599

Learning with Tools: An Occupational Orientation and Exploration Program for Handicapped in the Clusters of Construction Trades, Personal Services, and Transportation.
Project Director: Burbank, C. R.
Organization: Meridian Independent School District, Tex.
Address: Meridian, TX 76665
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $48,921
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 89230129

The information developed during this project will assist the local admission, review, and dismissal committee in placing handicapped students in vocational programs for further education. The objectives of the project are to (1) develop a systematic approach for ascertaining the functional capacity of handicapped students that will help the student define a clear-cut vocational objective in one of the clusters for further investigation, (2) develop and field test a model curriculum that may be used for other occupational orientation and exploration programs for the handicapped, (3) develop a list of occupations in each cluster in which handicapped persons can succeed, and (4) provide an opportunity for students to investigate occupations in terms of occupational information and the employability skills required for that occupation. The vocational orientation and exploration program employed will be a comprehensive process that will systematically utilize real and simulated work stations as a focal point for assessing the vocational capabilities and interest of the handicapped students. The work situation will be complemented and supported by medical, psychological, social, educational, and other tests, and services deemed suitable for the benefit of students involved. These programs and services will be provided for students at the Meridan, Hamilton, and Goldthwaite Independent School Districts. (Sec. 132)

VTP-3600

Occupational Opportunity Enhancement Project for Special Populations.
Project Director: Carney, Thomas
Organization: Education Service Center Region 8, Mt. Pleasant, Tex.
Address: Mt. Pleasant, TX 75455
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $23,678
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 89230128

The objectives of this project are to provide information to regular and special populations that will assist in making career and occupational choices, eliminate sex stereotyping of work roles where possible, and broaden occupational aspirations of special populations by using a part-time consultant to provide services to the student population in ten selected schools. (Sec. 132)

VTP-3601

Pilot Program to Develop an Assessment Program for Students with Special Needs.
Project Director: Kennedy, Jerline
Organization: Dallas Independent School District, Tex.
Address: Dallas, TX 75204
Funding Period: Start Date 1 Sep 78; End Date 30 Jun 79
Fiscal Year Funding: $35,275
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 99230246

A vocational assessment system for handicapped students will be established in this project. The system will include observation and evaluation in the areas of work evalulation, on-the-job tryouts, and clinical assessments. Inservice training will be provided for vocational teachers and other vocational personnel in programs for the handicapped, and a cooperative and coordinated working relationship between special education and vocational educaion personnel within the district will be developed. Students will be enrolled in a vocational program based on individual interest, aptitude, and ability to benefit from instruction. Vocational counseling services will be provided to both the students and their parents. A comprehensive final report describing procedures used and objectives achieved will be disseminated. (Sec. 132)

VTP-3602

Pilot Project for Vocational Guidance to Rural Schools.
Project Director: Pliler, George
Organization: Education Service Center Region 15, San Angelo, Tex.
Address: San Angelo, TX 76902
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $47,460
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 89230130

To organize a procedure for implementing a vocational guidance program in two counties for small rural schools, superintendents in each of the county clusters will provide management and approved model(s) and time lines developed by the planning committees; Region XV staff, using planning teams made up of administrators, teachers, community members and cluster vocational counselors, will develop a model(s) and activities for each cluster of schools; and the vocational counselors in Edwards and Concho counties, under the supervision of the Region XV vocational coordinator, will implement the models. Region XV staff will evaluate the project. (Sec. 132)

VTP-3603

A Project to Improve Selection of Occupationally Competent Auto Mechanics and Building Trades Teachers.
Project Director: Fisher, E. C.
Organization: Texas A and M Univ., College Station
Address: College Station, TX 77843
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $8,637
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 89230137

In order to improve the process of determining occupational competencies of prospective auto mechanics and building trades teachers in Texas, (1) outstanding auto mechanics and building trades teachers will be identified, selected, and employed as consultants to provide input and assistance in test development; (2) meetings will be conducted to obtain input and provide assistance in the development of test items; (3) tests will be validated with small groups of selected teachers who will be trained as test monitors; (4) tests will then be revised; and (5) adequately equipped shops will be selected at three locations and necessary arrangements made to use the facilities for testing. The costs of administering the tests on an individual basis will be determined. Individual reports on the competencies of persons as determined by the tests will be made available so that timely decisions can be made concerning their qualifications to teach auto mechanics or building trades courses. Copies of the tests and other results will be made available in report form. (Sec. 132)

VTP-3604

Completion of Curriculum Guides for Senior Intensified Courses in Occupationa Home Economics Education.
Project Director: Lester, Rosalyn M.
Organization: Radford Coll.
Address: P.O. Box 5797, Radford, VA 24142
Funding Period: Start Date 15 Nov 78; End Date 28 Feb 79
Fiscal Year Funding: $2,475
Sponsoring Agency: Virginia State Dept. of Education, Richmond
Contract and/or Control No.: 133-78-17

Development of curriculum guides for Senior Intensified Courses in Occupational Home Economics Education during this project will assist teachers in planning learning activities for students at the twelfth-grade level who need to develop a marketable skill prior to graduation from high school. Edited copies of curriculum guides in the occupational areas of hospitality coordinator, home furnishings coordinator, human services coordinator, and community services coordinator will be evaluated and revised, then camera-ready typed and delivered to the Home Economics Education Services. (Sec. 133)

VTP-3605

Industrial Cooperative Training Learning Module Project.
Project Director: Duenk, Lester G.
Organization: Virginia Polytechnic Inst. and State Univ., Blacksburg
Address: P.O. Box 60, Richmond, VA 23216
Funding Period: Start Date 1 Jan 79; End Date 30 Dec 79
Fiscal Year Funding: $2,743
Sponsoring Agency: Virginia State Dept. of Education, Richmond
Contract and/or Control No.: 133-78-10

Six competency-based learning modules which are coordinated with generally related units in Virginia Industrial Cooperative Training I and II curriculum guides will be developed in the areas of introduction to industrial cooperative training, parlimentary procedures, job applications and interviews, job safety, vocational industrial clubs, and employer-employee relations. Fifty modules of each title will be placed with the State Department of Education, Public Information and Publications Office for out-of-state sale and distribution. The remaining publications will be delivered to the State Department of Education, Trade and Industrial Education Service for dissemination to Virginia ICT coordinators and local directors of vocational education. (Sec. 133)

VTP-3606

Competency-Based Education (CBE) Curriculum in Agribusiness Management.
Organization: RCA Service Co., Camden, N.J.
Address: Building 202-2, Camden, NJ 08101
Funding Period: Start Date 1 Dec 78; End Date 31 Oct 79
Fiscal Year Funding: $9,570
Sponsoring Agency: West Virginia State Dept. of Education, Charleston
Contract and/or Control No.: 57 A

A CBE curriculum for use in agribusiness management programs will be developed in this project. The curriculum will include tasks, steps, learning activities, and standards. In addition to the curriculum, a teacher's guide will be produced. (Sec. 133)

VTP-3607

Competency-Based Education (CBE) Curriculum in Data Processing.
Organization: RCA Service Co., Camden, N.J.
Address: Building 202-2, Camden, NJ 08101
Funding Period: Start Date 1 Dec 78; End Date 31 Oct 79
Fiscal Year Funding: $9,570
Sponsoring Agency: West Virginia State Dept. of Education, Charleston
Contract and/or Control No.: 59 A

A CBE curriculum for use in data processing programs will be developed in this project. The curriculum will include tasks, steps, learning activities, and standards. In addition to the curriculum, a teacher's guide will be produced. (Sec. 133)

VTP-3608

Competency-Based Education (CBE) Curriculum in Masonry.
Organization: RCA Service Co., Camden, N.J.
Address: Building 202-2, Camden, NJ 08101
Funding Period: Start Date 1 Dec 78; End Date 31 Oct 79
Fiscal Year Funding: $9,570
Sponsoring Agency: West Virginia State Dept. of Education, Charleston
Contract and/or Control No.: 60 A

A CBE curriculum for use in masonry programs will be developed in this project. The curriculum will include tasks, steps, learning activities, and standards. In addition to the curriculum, a teacher's guide will be produced. (Sec. 133)

VTP-3609

Competency-Based Education (CBE) Curriculum in Ornamental Horticulture.
Organization: RCA Service Co., Camden, N.J.
Address: Building 202-2, Camden, NJ 08101
Funding Period: Start Date 1 Dec 78; End Date 31 Oct 79
Fiscal Year Funding: $9,570
Sponsoring Agency: West Virginia State Dept. of Education, Charleston
Contract and/or Control No.: 58 A

A CBE curriculum for use in ornamental horticulture programs will be developed in this project. The curriculum will include tasks, steps, learning activities, and standards. In addition to the curriculum, a teacher's guide will be produced. (Sec. 133)

VTP-3610

Competency-Based Education (CBE) Curriculum in Prevocational Agribusiness and Natural Resources.
Project Director: Lawrence, Layle
Organization: 420 Rebecca Street, Morgantown, W. Va.
Address: 420 Rebecca St., Morgantown, WV 26505
Funding Period: Start Date 1 Dec 78; End Date 30 Aug 79
Fiscal Year Funding: $8,550
Sponsoring Agency: West Virginia State Dept. of Education, Charleston
Contract and/or Control No.: 61 A

A CBE curriculum for use in prevocational agribusiness and natural resources programs will be developed in this project. The curriculum will include tasks, steps, learning activities, and standards. In addition to the curriculum, a teacher's guide will be produced. (Sec. 133)

VTP-3611

Demonstration of the Competency-Based Curriculum for Distributive Education and Distributive Cooperative Training Programs.
Project Director: Olson, LeVene
Organization: Marshall Univ., Huntington, W. Va. Dept. of Occupational, Adult, and Safety Education.
Address: Huntington, WV
Funding Period: Start Date 20 Aug 78; End Date 31 Dec 79
Fiscal Year Funding: $26,966
Sponsoring Agency: West Virginia State Dept. of Education, Charleston
Contract and/or Control No.: WV-79-E-9

This project will demonstrate the degree of effectiveness and the feasibility of the IDECC curriculum and the difference in effectiveness of competency-based curriculum implementation using an implementation coordinator in the following settings: DCT capstone program, DCT general program, DE in the home high school, and DE in a vocational and technical school. To demonstrate and evaluate the IDECC competency-based materials, an experimental group consisting of twelve programs and a control group consisting of twelve matched programs will be involved. A three-day inservice program will be conducted during September 1978 for the twenty-four participating DE and DCT teacher coordinators. The implementation coordinator will make nine in-school consultation visits to each of the twelve DE and DCT teacher coordinators during the school year. In June 1979, a three-day inservice seminar will be conducted for the twelve DE and DCT teacher coordinators who are in the experimental group. A guide for each of the four types of programs will be developed which will illustrate specific methods and procedures in which the IDECC curriculum can be used effectively in each instructional setting. Recommendations for curriculum revisions, additional study, and implementation strategies will be made in the final report. (Sec. 132)

VTP-3612

Articulation of Small Engines/Power Competencies between Secondary and Postsecondary Level in LTI District.
Project Director: Schroder, Marvin
Organization: Lakeshore Technical Institute
Address: Cleveland, WI
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $4,344
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract and/or Control No.: 11-013-150-319

A curriculum guide for small engines and power mechanics will be developed to articulate competencies between secondary and postsecondary levels in the Lakeshore Technical Institute district. The contractor will (1) determine competencies needed by graduates in the small engines and power mechanics areas, (2) determine the competencies taught at the secondary and postsecondary levels, (3) develop a recommended sequence of instruction, (4) develop an inservice education plan, and (5) develop a plan for disseminating the results. A steering committee representing schools and courses taught will be formed. Participants will prioritize the competencies and prepare a matrix of competency offerings at the secondary and postsecondary levels. (Sec. 133)

VTP-3613

Competency-Based Multi-Curriculum Development Project.
Project Director: Paulsen, Russel
Organization: North Central Technical Inst.
Address: Wausau, WI
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $9,765
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract and/or Control No.: 15.302.150.319

Three to five technical education curricula will be converted to the competency-based format. The curricula will be updated to meet business and industry needs and articulated with secondary programs to reduce duplication and facilitate student transition to postsecondary programs. An ad hoc committee will be formed in each program area to review the literature and develop competency-based curriculum. (Sec. 133)

VTP-3614

Evaluation of VTAE from Academic Chair.

Project Director: Swanson, Robert
Organization: Univ. of Wisconsin-Stout
Address: Menomonie, WI
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $5,000
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract and/or Control No.: 30.026.150.319

A contractor will interview leaders to private corporations and foundations to determine the public image of vocational, technical, and adult education in Wisconsin. A steering committee will be used to help design the study and review the findings. In addition, data will be collected on the feasibility of an academic chair to be supported by education to discuss issues, problems, and challenges in vocational education. (Sec. 131)

VTP-3615

Graduate Student Research Grant–VIII.

Project Director: Nelson, Orville
Organization: Center for Vocational, Technical and Adult Education
Address: Menomonie, WI
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $6,000
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract and/or Control No.: 30.703.150.319

Four to six small research projects will be conducted using funds made available for use by vocational education graduate students. All project proposals must be approved by the state board staff and contribute to the solution of pertinent problems in vocational education. Availability of these funds will (1) encourage research on problems relevant to VTAE agency needs, (2) develop and sharpen research skills, and (3) develop an appreciation for the relevancy of research. Final reports will be produced for each of the problem solving grants. (Sec. 131)

VTP-3616

Research Seminar.

Project Director: Nelson, Orville
Organization: Univ. of Wisconsin-Stout
Address: Menomonie, WI
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $6,467
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract and/or Control No.: 30.704.150.319

A five-day research seminar will be conducted to (1) upgrade the research competencies for twenty vocational, technical, and adult education research and development assistants and administrators; and (2) identify research competency needs. The seminar agenda will be developed in cooperation with research consultants from the State Board of Education and the Research Committee of the VTAE Administrators Association. More and higher quality research and reporting should result from upgraded competencies. A final report of the project will be produced. (Sec. 131)

VTP-3617

Secondary/Postsecondary Curriculum Development in Auto Mechanics.

Project Director: Birchler, Robert
Organization: Area Vocational Technical District One
Address: Eau Claire, WI
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $16,579
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract and/or Control No.: 01.012.105.319

A competency-based, articulated automotive mechanics curriculum will be developed, and competencies taught at secondary and postsecondary levels will be identified. A writing team composed of staff from secondary and postsecondary schools will be formed to analyze competency lists, develop the articulated curriculum guide, and assemble instructional packages. The result of the project will be competency-based instructional packages in automotive mechanics. (Sec. 133)

VTP-3618

Student Attrition Within a Rural-Urban VTAE District of Wisconsin.

Project Director: Farning, Max
Organization: Mid-State Technical Inst.
Address: Wisconsin Rapids, WI
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $4,240
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract and/or Control No.: 14.017.150.319

Factors contributing to student attrition in rural and urban vocational, technical, and adult education programs in Wisconsin will be identified and analyzed. Project activities include (1) identification of significant factors of student attrition, (2) collection of student background information, (3) collection of withdrawal information from students and staff, (4) comparison of student and faculty perceptions about withdrawal, and (5) development of retention measures. Data collection will be administered through the research and development office in the district. Findings will be used by counselors, teachers, and administrators as a basis for modifying programs and services to increase retention. (Sec. 131)

VTP-3619

Survey of Licensed Land Surveyors–State of Wisconsin.

Project Director: Maiers, Merlin
Organization: Area Vocational-Technical District Four
Address: Madison, WI
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $1,700
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract and/or Control No.: 04.022.150.319

This assessment of licensed land surveyors will provide information to be used in instructor workshops to update curricula. Job tasks of land surveyors will be verified and evaluative data on the land surveying instructional program will be obtained. Questionnaires will be sent to about 200 land surveyors and twenty-five interviews will be conducted. (Sec. 131)

Project Titles by State

Alabama	Inservice Training Program for Vocational Educators Serving the Handicapped.	VTP-3520
	Occupations Unlimited for Vocational Students.	VTP-3521
Florida	Development of Occupational Demand Data for Vocational Program Planning.	VTP-3522
	Vocational Reading and Math CBTE Project.	VTP-3523
	Vocational-Technical Education Consortium of States (V-TECS) (Continuation).	VTP-3524
Idaho	Individualized Business Education Lab.	VTP-3525
Illinois	Advertising Services: A Suggested Curriculum Guide (Phase II).	VTP-3526
	Competency-Based Curriculum Guide in High School Horticulture.	VTP-3527
	Curriculum Guide: Business Education into the Eighties.	VTP-3528
	Demonstrate How Schools Are Delivering Vocational Instruction Using Competency-Based Curricular Methods—Phase II.	VTP-3529
	Demonstration Center for Child Care Training.	VTP-3530
	Development and Validation of Standards for Teacher Education in Agriculture.	VTP-3531
	Dissemination and Service Programs for the Education of Disadvantaged and Handicapped Students.	VTP-3532
	Handicapped and Disadvantaged Network: Coordination and Diffusion Project.	VTP-3533
	Health Occupations Education Planning Grant.	VTP-3534
	Illinois Network of Exemplary Occupational Education Programs for Handicapped and Disadvantaged Students.	VTP-3535
	Illinois Network of Exemplary Occupational Education Programs for Handicapped and Disadvantaged Students.	VTP-3536
	Illinois V-TECS Study.	VTP-3537
	Implementation and Demonstration of an Exemplary Orientation Program for Home Economics.	VTP-3538
	Implementation of a Model Experience-Based Education Program.	VTP-3539
	Implementation of Systematic Planning for Comprehensive Programs of Guidance, Counseling, Placement and Follow-Through in Illinois.	VTP-3540
	Mini-Grants for Implementing Innovative Programs in Rural Southern Illinois.	VTP-3541
	Planning and Development for Vocational Training for Native Americans.	VTP-3542
	Program Development and Course Offerings in Land Reclamation and Mining Occupations (Continuation).	VTP-3543
	Proposed Comprehensive Vocational Education Delivery System in Illinois.	VTP-3544
	Standards for Agricultural Occupations Programs in Community Colleges and Metropolitan Schools.	VTP-3545
	Standards for Illinois ABAO Secondary Programs—Phase II.	VTP-3546
	TIPS (To Improve the Probability of Success).	VTP-3547
	Tri-County Industry-Education-Labor Project.	VTP-3548
	Validation and Dissemination of the Career Education System.	VTP-3549
	Vocational Project for Handicapped and Disadvantaged Students.	VTP-3550
Indiana	Assessment of Adequacy of Facilities for Secondary Vocational Programs.	VTP-3551
	Perry County Operational Plan to Implement Performance-Based Vocational Education.	VTP-3552

Kansas	Developing, Rewriting, and Modifying Competency-Based Instructional Activities for Classroom Utilization.	VTP-3553
	Development of Agricultural Supplies and Services Curriculum.	VTP-3554
	Health Occupations Education.	VTP-3555
	Operation of the Kansas Research Coordinating Unit.	VTP-3556
	Proposal to Develop a State-wide System of Follow-up for Community Junior College Vocational Students.	VTP-3557
	Survey of Emerging Vocational Level Jobs in Solar Energy Industries.	VTP-3558
	Updating and Improving Vocational Curriculum Dissemination in Kansas	VTP-3559
	Validation of Instrument and Procedures for Evaluating Local Vocational Education Programs.	VTP-3560
Minnesota	Adult Consumer Energy Curriculum Development.	VTP-3561
	Division of Vocational-Technical Education Organization Study.	VTP-3562
North Dakota	Curriculum for Independent Living.	VTP-3563
	Development of a Common Program of Study for Office Occupations in North Dakota (Continuation).	VTP-3564
	Identification and Determination of the Needs of Displaced Homemakers in North Dakota (Phase II).	VTP-3565
Oklahoma	Competency Documentation Desired by Employers.	VTP-3566
	Survey of Nurse Training Needs in Oklahoma Health Care Institutions.	VTP-3567
Pennsylvania	Developmental and Organizational Materials for the Health Occupations Students of America (HOSA) Vocational Student Organization.	VTP-3568
	Establishment of a Coordinated Cooperative Education Concept in Schuylkill County.	VTP-3569
	Establishment of a Coordinated Cooperative Education Program in Clearfield County.	VTP-3570
	Evaluation of the SUN AVTS Twelfth Year Program.	VTP-3571
	Exploratory Study of the Political Socialization of Politically Active Home Economists.	VTP-3572
	Male Enrollment in Home Economics Programs in the Public Secondary Schools in Pennsylvania.	VTP-3573
	Metrics Measurement Program.	VTP-3574
	Modified Vocational Education Program for Students with Special Needs.	VTP-3575
	Production of Radio and Television Announcements on the Promotion of Nontraditional Vocational Education.	VTP-3576
	Rewrite of Competency-Based Competitive Events for DECA.	VTP-3577
	Task Level Articulation in Welding between the Community College of Allegheny County and Parkway West Technical School.	VTP-3578
	Teacher Inservice Workshop for Metric Measurement.	VTP-3579
	Vocational Education Resources Diffusion.	VTP-3580
	V-TECS Catalog Development: Medical Secretary.	VTP-3581
South Carolina	Articulation Program between the Marlboro Vocational School and the Chesterfield-Marlboro Technical College.	VTP-3582
	Employer Needs Assessment for Anderson, Oconee, and Pickens County.	VTP-3583
South Dakota	Career Competency Program.	VTP-3584

Tennessee	Counselor Renewal Program.	VTP-3585
	Exemplary Project to Design and Implement a Guidance and Placement Program at Heritage Comprehensive High School and the Blount Occupational Education Center.	VTP-3586
	Project SAVE. An Articulated Guidance and Placement Program for Handicapped Youth.	VTP-3587
Texas	Bilingual Education for Occupational Research and Evaluation.	VTP-3588
	Central Job Placement.	VTP-3589
	Exemplary Program and Training System for Linking Vocational Education with CETA Youth Programs in Texas.	VTP-3590
	Exemplary Program for Recruitment of Persons into Non-Traditional Careers.	VTP-3591
	Feasibility Study and Development of a Program to Train Visually Impaired Students in Computer Programming.	VTP-3592
	Health Occupations Survey Course.	VTP-3593
	Horticulture Exploration for Youth and Adults.	VTP-3594
	Houston Community College System Health Care Assistant, an Innovative Program.	VTP-3595
	Increasing Occupational Awareness in Middle School Students of Limited English-Speaking Ability.	VTP-3596
	Jobs=Education and Basic Skills (J=EBS).	VTP-3597
	Law Enforcement and Criminal Justice.	VTP-3598
	Learning with Tools: An Occupational Orientation and Exploration Program for Handicapped in the Clusters of Construction Trades, Personal Services, and Transportation.	VTP-3599
	Occupational Opportunity Enhancement Project for Special Populations.	VTP-3600
	Pilot Program to Develop an Assessment Program for Students with Special Needs.	VTP-3601
	Pilot Project for Vocational Guidance to Rural Schools.	VTP-3602
	Project to Improve Selection of Occupationally Competent Auto Mechanics and Building Trades Teachers.	VTP-3603
Virginia	Completion of Curriculum Guides for Senior Intensified Courses in Occupational Home Economics Education.	VTP-3604
	Industrial Cooperative Training Learning Module Project.	VTP-3605
West Virginia	Competency-Based Education (CBE) Curriculum in Agribusiness Management.	VTP-3606
	Competency-Based Education (CBE) Curriculum in Data Processing.	VTP-3607
	Competency-Based Education (CBE) Curriculum in Masonry.	VTP-3608
	Competency-Based Education (CBE) Curriculum in Ornamental Horticulture.	VTP-3609
	Competency-Based Education (CBE) Curriculum in Prevocational Agribusiness and Natural Resources.	VTP-3610
	Demonstration of the Competency-Based Curriculum for Distributive Education and Distributive Cooperative Training Programs.	VTP-3611
Wisconsin	Articulation of Small Engines/Power Competencies between Secondary and Postsecondary Level in LTI District.	VTP-3612
	Competency-Based Multi-Curriculum Development Project.	VTP-3613
	Evaluation of VTAE from Academic Chair.	VTP-3614
	Graduate Student Research Grant—VIII.	VTP-3615
	Research Seminar.	VTP-3616
	Secondary/Postsecondary Curriculum Development in Auto Mechanics.	VTP-3617
	Student Attrition Within a Rural-Urban VTAE District in Wisconsin.	VTP-3618
	Survey of Licensed Land Surveyors—State of Wisconsin.	VTP-3619

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